

INSPECTION REPORT

**GREENFORD CHURCH OF ENGLAND (VC)
PRIMARY SCHOOL**

Maiden Newton,
Dorchester

LEA area: Dorset

Unique reference number: 113762

Headteacher: Mr. M. F. Atkinson

Reporting inspector: Mike Capper
23239

Dates of inspection: October 30th – November 2nd 2000

Inspection number: 224052

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Chilfrome Lane,
Maiden Newton,
Dorchester
Dorset

Postcode: DT2 0AX

Telephone number: 01300 320644

Appropriate authority: Governing Body

Name of chair of governors: Mr. J. Trowbridge

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 23239	Foundation Stage Science Information Technology Religious Education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Roger Williams Lay Inspector OIN 9895		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Gordon Tompsett Team inspector OIN 30717	Mathematics History Geography Physical Education Equal opportunities Special Educational Needs	
Alison Cartledge Team inspector OIN 23609	English Art and Design Design and Technology Music	How well are pupils taught? How good are curricular opportunities?

The inspection contractor was:

*Barron Educational Company Limited,
 Hendre,
 Loudwater Lane,
 Rickmansworth,
 Hertfordshire.
 WD3 4AN*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenford Church of England (VC) Primary School is located in the small village of Maiden Newton, in Dorset. Pupils come from the local and surrounding villages and are admitted between the ages 4 – 11. Children in the reception class attend school on a part-time basis for the autumn term. There are 135 pupils on roll and they are taught in six classes, three of which, in Years 3, 4, 5 and 6, are mixed age. The number of pupils on roll has fallen significantly since the last inspection and is predicted to fall further in the next two to three years. Pupils come from a range of home backgrounds, with the number of pupils eligible for free school meals being well below the national average. There are fifty pupils on the special needs register, with three having statements of special educational need. This is above the national average. The number of pupils with special educational needs varies significantly from year group to year group. Test results show that pupils' attainment on entering school is broadly average. There are no pupils with English as an additional language. During the inspection, two members of the permanent teaching staff were absent. As a result, temporary teachers taught pupils in Year 2 and Years 4 and 5 whilst the inspection was taking place.

HOW GOOD THE SCHOOL IS

This is a good school that provides a good quality of education for its pupils. The quality of leadership and management is good. Members of staff and the governing body work well as a team and this means that the school is well placed to develop and improve further in the future. Teaching is good, overall, with pupils learning particularly well in the reception class and Year 1. Whilst pupils' standards of attainment vary significantly from year to year, pupils achieve as well as they should in most subjects. The school provides sound value for money.

What the school does well

- The school is well led and managed by the headteacher, deputy headteacher and governing body
- The school has developed excellent links with the local community that make a good contribution to pupils' learning
- The quality of teaching is good overall
- The school has very good procedures for assessing pupils' attainment and progress
- Pupils achieve very good standards in speaking and listening in Key Stage 1 and in history throughout the school.
- Pupils with special educational needs are given very good support by well trained learning support assistants and make good progress
- The reception class curriculum is rich and varied and enables children to experience a wide range of interesting activities and develop very good personal and social skills

What could be improved

- Standards of attainment in information and communication technology are unsatisfactory
- Pupils do not achieve as well as they should in spelling and handwriting in Key Stage 2
- From Year 2 onwards, pupils are not given enough opportunities to show initiative when they are working and to take responsibility for some of the daily routines of school life
- Members of staff require training on child protection procedures

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1996. Most of the weaknesses identified at that time have been successfully addressed. The quality of teaching has improved and standards in mathematics are now higher. The introduction of the numeracy strategy and the organisation of teaching groups by age in Key Stage 2 have had a good impact on learning in this subject. The governing body has a far greater role in the management of the school and there is now a clear long-term vision for how the school should develop. The curriculum for children in the reception class is now well planned and promotes good learning. Resources and planning for information and communication technology have been improved but have not been in place long enough to have a significant impact on standards.

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
	1998	1999	2000	2000
English	E	A	A	A
mathematics	D	C	A*	A*
science	C	A	A*	A*

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

The attainment of pupils varies significantly from year to year. The number of pupils taking the test in any year is small and the percentage of pupils with special educational needs in each year group affects results.

By the time they reach Year 1, children are achieving well and they attain standards that are better than those expected for their age in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. In mathematical development, physical development and creative development, children attain standards that are appropriate for their age.

Inspection findings are that standards in the current Year 2 are above average in English and science, with pupils learning well in both subjects. Pupils' attainment in speaking and listening is very good in Key Stage 1. In mathematics, pupils' attainment is broadly average.

Standards of attainment in the current Year 6 are average in English, mathematics and science, with spelling and handwriting being significant weaknesses in Key Stage 2. Over a third of pupils in Year 6 are on the school's special educational needs register. This is a far higher number than in recent years and explains why standards in the current year group are not as high as those achieved in 2000. In 2000, standards of attainment in English, mathematics and science were outstanding, placing the school amongst the best 5% in the country. The school has identified that this was an exceptional year group.

In history, standards of attainment are good throughout the school. Standards of pupils' attainment are below average in information and communication technology. Pupils achieve satisfactory standards in art and design, music, design and technology, religious education, geography and physical education.

The school makes very good use of assessments of pupils' attainment to help set targets. These are based on a good knowledge of pupils' prior learning and are realistically challenging given the difference in the capability of different year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to come to school and they involve themselves happily in the work they are given.
Behaviour, in and out of classrooms	Good. Pupils behave well both in lessons and on the playground.
Personal development and relationships	Overall, unsatisfactory. Whilst relationships are good, pupils are given insufficient opportunity to take responsibility and develop personal independence.

Attendance	Good. Attendance rates are better than the national average.
------------	--

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory or better in all lessons, with 42% of lessons being good and 12% being very good. Teaching is good in history and physical education throughout the school and in English and science in Key Stage 1 and mathematics in Key Stage 2. The teaching of basic skills in literacy is less successful at Key Stage 2 because pupils are not given sufficient instruction in strategies to help them read and spell regular words.

Throughout the school, lesson plans are based on a good understanding of what pupils have already achieved. As a result, the needs of all pupils are met in lessons. Well-trained and prepared learning support assistants make a very good contribution towards the way pupils with special educational needs learn in all classes.

Particular strengths in teaching continue to be the effective use made of educational resources in all lessons and the development of social skills in the reception class and Year 1. In these year groups, teachers have high expectations of pupils' independence and this means that little time is wasted in lessons because pupils find resources for themselves. At Key Stage 1, specific lessons for developing pupils' speaking and listening skills have a positive impact on their learning in other subjects.

Teaching overall is not as successful at Key Stage 2 because teachers do not have the same high expectations of pupils' independence and, as a result, pupils do not always work quickly enough when not supported by an adult.

The quality of teachers' marking is variable. The best marking at Key Stage 1 and in Years 5 and 6 shows pupils clearly what they need to do next in order to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, good. The curriculum is well planned and activities are interesting.
Provision for pupils with special educational needs	Very good. Individual education plans are detailed and pupils are given very good support in class. Management of provision is very good, with record keeping thorough and informative.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a strong emphasis on moral teaching throughout the school. This helps pupils learn how to behave well and they are taught to care for each other. Older pupils get few opportunities to take responsibility. Assemblies make a good contribution to pupils' spiritual development.
How well the school cares for its pupils	Satisfactory. Provision for pupils' health and safety is very good but members of staff require training in child protection procedures. The school has very good assessment procedures that are used effectively to support pupils' learning.

The school has maintained and developed the good links with parents found at the time of the last

inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher have worked together to establish a clear direction to the work of the school. There is a very strong commitment to further improving the school.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and have a good awareness of the school's strengths and weaknesses. This knowledge is not yet fully used to help draw up the school development plan.
The school's evaluation of its performance	Good. Members of staff and the governors make good use of test data to identify what the school is doing well and where it could improve.
The strategic use of resources	Spending is clearly targeted on raising standards and the school is well resourced. The new computer room and the library are not yet used effectively to support pupils' learning.

The school has begun to apply the principles of best value to its work, for example by ensuring that quotes are obtained before purchasing resources. Accommodation is good and the school is well staffed with a suitable number of teachers and a high number of support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The behaviour of pupils• Staff are friendly and welcoming• Children are expected to work hard• The quality of teaching• Links between parents and school	<ul style="list-style-type: none">• Provision for homework• The range of extra-curricular activities

Parents are very positive about the work of the school. The inspection team agrees with the strengths identified by parents. Homework provision is variable in Key Stage 2 and could be improved. The school provides a satisfactory range of extra-curricular activities for its size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards of attainment for children in the reception class remain broadly similar to those found at the time of the last inspection. When children first start school, teacher assessments show that their attainment is broadly average. By the time they reach Year 1, children are achieving well and they attain standards that are better than those expected for their age in the 'early learning goals' of personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. In mathematical development, physical development and creative development, children attain standards that are appropriate for their age. This is due to the good quality of teaching for children in the reception class. This enables all children to learn new skills quickly. In particular, the teaching of personal, social and emotional development is very good and leads to children having well developed personal skills by the time they reach Year 1.
2. In Key Stages 1 and 2, the attainment of pupils varies significantly from year to year. The number of pupils taking national tests in any year is small and the number of pupils with special educational needs in each year group affects results. Nevertheless, standards of attainment remain at least as good as at the time of the last inspection and in mathematics and history in Key Stage 2, standards are higher. However, standards are lower in information and communication technology and music.
3. Inspection findings are that standards in the current Year 2 are above average in English and science, with pupils learning well in both these subjects. The good quality of teaching in Years 1 and 2 is having a good impact on the rate at which pupils develop knowledge and skills. In mathematics, pupils' attainment is broadly average. Although most pupils are on target to achieve the expected level 2 in end of year tests, fewer pupils are on target to achieve the higher Level 3 than in previous years. This is a reflection on the prior attainment of pupils rather than any deterioration in teaching in mathematics.
4. National test results and the teachers' own assessments of attainment at the end of Year 2 confirm the large variation from year to year depending on the number of special needs pupils in a year group. In mathematics, pupils' attainment in 2000 was well above average when compared with all schools and similar schools in 2000. In reading, pupils' attainment was average when compared with all schools but below average when compared with similar schools. In writing, pupils' attainment was above average when compared with all schools and average when compared with similar schools. Attainment was above average in writing because of the very high number of pupils who achieved the higher Level 3, although the number of pupils who failed to achieve the expected Level 2 was also slightly above average. In science, teachers' assessed pupils' attainment at the end of Year 2 in 2000 as being above average when compared with all schools and similar schools.
5. Standards of attainment in the current Year 6 are average in English, mathematics and science. Over a third of pupils in this year group are on the school's special educational needs register. This is a far higher percentage than in recent years and explains why standards in the current year group are not as high as those achieved in 2000. In that year group, standards of attainment in English, mathematics and science were outstanding, placing the school amongst the best 5% in the country. The school has acknowledged that this was an exceptional year group.
6. The trend of attainment in Year 6 is upwards, at a rate that broadly matches national figures. At both key stages there is no significant difference in the attainment of boys or girls.
7. Standards of literacy are good in Key Stage 1 and satisfactory in Key Stage 2. There are

significant strengths in Years 1 and 2. The quality of teaching is good and enables pupils to develop good skills, particularly in the area of speaking and listening where attainment is very good. In Key Stage 2, pupils read and write confidently, but their spelling and handwriting skills are weaker than they should be. A lack of structure and consistency in these aspects of the curriculum, means that in these areas pupils do not learn as well as they should.

8. In numeracy, pupils achieve satisfactory standards in both key stages. However, they are given insufficient opportunity to apply these skills across the curriculum. This has a negative impact on learning, with opportunities to extend skills missed by teachers.
9. In history, pupils' attainment is good throughout the school. The quality of teaching of history is consistently good and promotes good learning amongst all pupils. Pupils achieve satisfactory standards in art and design, music, design and technology, religious education, geography and physical education. Standards are lower in music than at the time of the last inspection because less time is now allowed for the teaching of the subject.
10. Standards of pupils' attainment are below average in information and communication technology. Whilst pupils have satisfactory word-processing skills, they have few skills in other aspects of the curriculum, such as control, handling spreadsheets and making graphs. Provision in information and communication technology has improved since the last inspection, but these improvements have not been in place long enough to have a significant impact on standards. Learning has also been slowed by a number of ongoing technical problems that have limited the effectiveness of the school's new computer room. These problems have now been largely addressed.
11. Pupils who have been identified as having special educational needs receive high quality support from learning support assistants and make good progress. Very detailed individual education plans and good procedures for assessing learning mean that pupils with special educational needs are consistently challenged in lessons at a level appropriate to their prior attainment. This is a strength of the school's work.
12. The school has a draft procedure for identifying gifted pupils but this has not yet been fully implemented. Nevertheless, inspection evidence indicates that higher attaining and gifted pupils make good progress over time.
13. The school makes very good use of assessments of pupils' work to help set targets for individual pupils. These are based on a good knowledge of pupils' prior learning and are realistically challenging given the difference in the capability of different year groups.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to the school are good, as they were at the time of the last inspection. Most of them are enthusiastic about the school and are willing to talk about their favourite lessons and activities. Many pupils participate in the range of activities which are run by the school, particularly the plays and productions. These help to cement the community spirit and ethos of the school as well as providing entertainment for the wider community. When lessons are challenging and teaching is good, pupils are eager to volunteer answers and ideas. For example, in a music lesson, pupils in Years 3 and 4 were creative when composing rhythms with their untuned instruments and they listened respectfully to others' musical endeavours. Pupils with special educational needs have positive attitudes to learning because of the very good support they receive and the success they enjoy from activities planned to match their needs.
15. The good behaviour reported at the previous inspection has been maintained. This is a result of an effective behaviour and discipline policy that is operated consistently by all the school's staff. Pupils' good behaviour is apparent throughout the school, including moving around the building and whilst playing outside. The provision of excellent playground equipment and marked out

games, as well as good supervision by the staff, plays a major part in ensuring and reinforcing good behaviour. Pupils are aware of the school's high expectations and react accordingly. Parents are pleased with the good behaviour, which continues when they are being bussed to and from school.

16. Pupils work well with each other and develop good relationships. This was also the case at the time of the last inspection. These good relationships make a valuable contribution to pupils' work and the standards they attain. For example, the mutual respect between pupils and their teacher in the foundation class during a physical education lesson led to good progress and learning, and the pupils could explain confidently how their bodies changed during exercise. Pupils' very good behaviour and the way they paid attention to the teaching staff ensured a very good and safe lesson.
17. Pupils' personal development, in contrast, is unsatisfactory, overall. Pupils are insufficiently encouraged to learn independently or to take responsibility for aspects of the school's work. This is particularly noticeable in Key Stage 2. Pupils show little initiative and independence in their learning, generally, and tend to perform only the work they are asked to do. No pupils were found to be carrying out independent research, seeking and taking responsibility for their own learning, or making use of the school library independently. Instead, pupils rely on the very good learning support provided by the school. The school has no systems in place to offer a structured development of extra responsibilities and duties for pupils. As a consequence, they are seldom involved in the daily routines of the school and have little opportunity to take extra responsibility and show initiative socially. The staff performs many tasks that might offer such opportunities, for example tidying up at the end of lessons rather than expecting the pupils to do this.
18. Attendance is good, which was the case during the previous inspection. It is above the national average. The school has improved the rate of unauthorised absence considerably since the last inspection and it is now well below the national average. There is very little lateness.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall and is never less than satisfactory. Forty-two per cent of all lessons are good and 12 per cent very good. As at the time of the last inspection, teaching is good in the reception class and Key Stage 1 and satisfactory overall at Key Stage 2. Teaching is good in history throughout the school and in English and science in Key Stage 1 and mathematics in Key Stage 2. Parents are particularly pleased with the quality of teaching and learning in the reception class and Key Stage 1. Two teachers were absent during the inspection and their classes were taught by temporary teachers. Throughout the school, the quality of teaching is better than at the time of the last inspection when 10 per cent was found to be unsatisfactory.
20. Particular strengths in teaching continue to be the effective use made of educational resources in all lessons. This is particularly noticeable in the reception class where the teacher prepares a wide range of interesting practical activities. Since the last inspection the needs of these children are planned for in full. Very well trained and prepared learning support assistants make a good contribution towards the way pupils with special educational needs learn in all classes. Teachers show good knowledge of the curriculum for children in the reception class and in mathematics and history throughout the school. There has been recent intensive training in mathematics and all teachers use their knowledge successfully.
21. As at the time of the last inspection, teachers make effective use of good quality assessments of pupils' attainment to help plan future work especially in the reception class and Key Stage 1 where detailed records are maintained on a regular basis. This means that lesson plans consider the needs of pupils with differing prior attainment effectively. Throughout the school, pupils have a good awareness of individual targets set for them for the academic year in English, mathematics and science. Older pupils are happy to discuss their progress towards these

targets.

22. The relationships between teachers and their pupils are positive. This means that there is a calm working atmosphere in most lessons and pupils are keen to do well. Occasionally temporary teachers find it difficult to keep some pupils on task. This does not have a significant impact on slowing pupils' learning. Teachers give clear instructions at the start of lessons and explain tasks well helping pupils to understand what they are expected to do. However, throughout the school, teachers miss valuable opportunities to extend pupils' knowledge in mathematics and information and communication technology in support of other subjects. For example, older pupils rarely measure the sizes of materials used in design and technology lessons and computers are not often used to help generate graphs in science. The use of information and communication technology was also found to be insufficient at the time of the last inspection.
23. At Key Stage 1, specific lessons for developing pupils speaking and listening skills have a positive impact on their learning in other subjects. They develop good skills in communicating confidently and co-operating effectively with each other and listen carefully. Teachers have high expectations of pupils' independence and this means that little time is wasted in lessons because pupils find resources for themselves. However, not all temporary teachers employed by the school to work in Key Stage 1 have received appropriate training in the use of the national numeracy and literacy strategies. This means that they do not use all the recommended strategies to make best use of the time available in these lessons.
24. At Key Stage 2, the recent arrangement of providing smaller single age classes for mathematics has been successful in helping teachers meet the needs of all pupils in lessons and this is a significant improvement since the last inspection. Teaching overall is not as successful at Key Stage 2 because teachers do not have the same high expectations of pupils' independence and as a result pupils do not always work quickly enough when not supported by an adult. In addition, younger Key Stage 2 pupils are not expected to check their own work for meaning, presentation and spelling errors and this results in a number of careless mistakes. Older pupils show little independence in their learning and rarely use the library to extend their knowledge. They are given insufficient opportunity to make decisions about how they are going to present their own work. In some lessons teachers allow insufficient time for discussions at the end of lessons to help pupils assess what they have learnt or to extend the work they have been doing when working in smaller groups.
25. As at the time of the last inspection, the quality of marking is variable. The best marking at Key Stage 1 and in the Year 5 and 6 class shows pupils clearly what they need to do next in order to improve their work. The provision of homework is satisfactory overall. However, the policy is insufficiently specific about what pupils in each year group are expected to do at home each week and as a result some teachers provide more opportunities than others. Some parents expressed concern about this inconsistent approach towards homework. The teaching of basic skills in literacy is less successful at Key Stage 2 because pupils are not given sufficient instruction in strategies to help them read and spell regular words.
26. Visiting music specialists make a valuable contribution to the teaching of music for the pupils who learn to play the violin or flute.

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

27. There have been significant improvements in the curriculum since the last inspection when it was found to be unsatisfactory. It is now good overall and most parents are happy with the curriculum provided.
28. The curriculum for children in the reception year is very good. Systematic planning has ensured that all areas of learning are covered in depth. The curriculum at Key Stages 1 and 2 is good. It

meets statutory requirements, including provision for religious education. The curriculum is broad and balanced and appropriate schemes of work support teachers in their lesson planning. Good arrangements have been made to meet the needs of all pupils at Key Stage 2 where all classes, other than in mathematics, have two age groups. The provision for art and information and communication technology has improved since the last inspection and these subjects now meet statutory requirements.

29. The provision for pupils with special educational needs has improved significantly throughout the school and is now very good. These pupils are given good opportunities and support in all subjects. Individual education plans are thorough and provide very good detail about what pupils need to learn next.
30. The strategy followed for teaching mathematics is good. Thorough planning ensures good coverage of all aspects of the subject and the provision of smaller groups for mathematics at Key Stage 2 has enabled teachers to focus more accurately on pupils' particular needs. The strategy for teaching English is satisfactory overall. However, the present planning arrangements allow insufficient time for Key Stage 2 pupils to read aloud and for teachers to provide enough guidance on how to read and spell regular words.
31. The provision for extracurricular activities remains satisfactory overall since the last inspection. Some parents are unhappy about this aspect of the curriculum. Whilst there is a good range of clubs including sport, music and French, most additional activities are fee paying. However, the curriculum is enriched by opportunities to take part in competitive games and music festivals and there is a wide range of educational visits and visitors.
32. The local community makes an excellent contribution to pupils' learning. Since the last inspection, the school has developed its links with the community even further. There are very close ties with the Church and a variety of clubs and societies use the school building and help out with school events. The "Fun Run" was well sponsored, and representatives of local youth organisations helped with the race, which not only raised funds for the school, but also, for their organisations. Key Stage 1 pupils have used the Post Office and local bakery for various projects. Nearby farms have also been visited to enhance pupils' learning. The Friends' Association constitution provides additional ties to the community by having representatives from each of the villages in the school's catchment area. The headteacher is proactive in encouraging generous donations from the local community towards the cost of resources.
33. The school has good, productive, relationships with other schools, and the playgroup, whose children visit the school each week. This eases the transition to the reception class considerably and improves this often stressful time for families. The school is usefully involved with the group of local primary schools that form the Beaminster cluster. As well as meetings of teachers to share good practice in curriculum subjects, the schools' secretaries also meet to discuss common interests. Transfer arrangements to the secondary school are good, and some of their pupils have attended the school for work experience projects. The teacher training college utilises the school for students and a member of staff is a trained mentor. The school has links with the Dorset Education Business Partnership, and with their help, Key Stage 1 pupils wrote and published an 'Alphabet Book' for sale to the public.
34. Overall, there is good provision for pupils personal, social and health development with clear arrangements in place for drugs and sex education.
35. The opportunities for pupils to develop spiritually have improved since the last inspection and are now good. Assemblies make a good contribution to pupils' spiritual awareness and a range of topics is covered successfully by members of staff and visiting ministers. Throughout the day there are opportunities for pupils to pray and have moments of quiet reflection. Religious education lessons provide good opportunities for pupils to discuss spiritual matters and to learn to respect the beliefs and traditions of others.
36. There continues to be good provision for pupils' moral development since the last inspection. All

pupils understand the expectations of members of staff and understand the difference between right and wrong. At Key Stage 1, pupils are encouraged to add the names of other pupils to the 'tree of kindness' when they have been helpful or kind. Key Stage 2 pupils have the opportunity to develop their support for needy people by organising and running bring and buy sales. Pupils of all ages treat each other kindly in the playground. In history lessons, pupils show good empathy for poor children during the Victorian era.

37. Arrangements for developing pupils' social development are satisfactory and this is not as good as at the last inspection when they were judged to be good. Whilst pupils are successfully encouraged to co-operate well with each other, from Year 2 onwards there are limited opportunities for pupils to develop responsibilities around the school or to take the initiative in lessons.
38. Arrangements for developing pupils' cultural awareness continue to be satisfactory. Pupils at Key Stage 1 learn about other cultures by celebrating festivals such as Diwali and role play is often used to increase the pupils' knowledge of traditional tales such as Goldilocks and the three bears. At Key Stage 2, an African drummer recently increased pupils' knowledge of another culture and pupils have very good opportunities to learn about local traditions as part of their history topics.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The previous inspection found that this was good, and in most areas of provision, the school has maintained this high level of care. However, the designated teacher for child protection and other members of staff have not had recent training in child protection. This is unsatisfactory. Procedures for monitoring and supporting pupils' personal development at the school are also deficient. After Year 1, there is no structured attempt by the school to encourage pupils to take on an increasing range and level of responsibilities. They are therefore unable to contribute to and have some ownership of their school community. There is little opportunity for pupils to show increasing maturity and confidence through the exercise of individual responsibility.
40. The school is a caring community and gives good educational support and guidance to its pupils. Pupils' academic performance is monitored well, and parents are kept informed throughout the school year on pupils' progress. Attendance is well monitored and absences are followed up promptly by the school; where necessary, the educational welfare service is used. The school monitors behaviour well and, as a result, parents are involved at an early stage if there is a problem. Procedures for monitoring and eliminating oppressive behaviour are also effective. All members of staff have had thorough training in behaviour management, and the school's policies are followed consistently.
41. There are very good procedures for assessing pupils' attainment and progress in English, mathematics and science. Procedures have improved considerably since the previous inspection. From their entry in to school, pupils' learning is carefully assessed to measure progress and set targets for future learning. In the reception class, tests made when pupils start school are used to identify what needs to be taught next. The school keeps very detailed records of the results of a range of testing. These are used to identify how well the pupil should achieve in the next year.
42. Work is added to individual portfolios each term in English, mathematics and science. These portfolios, which are known as 'core-books', are very useful sources of information both for teachers and parents. They show very clearly progress over time. The school has identified the need to introduce simple assessment procedures in all curriculum areas and is in the process of doing this now that changes in the National Curriculum have been implemented.
43. Arrangements and procedures for monitoring the progress of pupils with special educational needs are very good. The very well trained and professional support staff provides sensitive guidance for these pupils, which enables their full inclusion in the whole curriculum. Teachers

use the results of continuous assessment and analysis of pupils' progress to update their individual educational plans, and to target further activities at a suitable level. Pupils with special educational needs have equal opportunities to learn due to this very good provision.

44. The governing body risk management group carries out regular audits of health and safety needs at the school. The emphasis on care and safety at the school is apparent throughout the school, from first aid and medical arrangements, to the care taken by teachers when handing over children to parents and carers at the end of school. The school janitor voluntarily oversees the arrival and departure of school buses at the beginning and end of the school day to ensure children's safety.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has maintained and developed the good links with parents found at the time of the last inspection. Parents believe it is a good school and have very positive views about its work. Their views are borne out by the inspection. The governing body has sought parents' views and the school has listened to any concerns. The school encourages formal and informal contact with parents and carers, and links are effective.
46. Parents' impact on the work of the school is very good. There is a regular group of parents who help in class. Others, who are unable to attend due to work commitments, help in other ways, by making costumes for school productions, and helping with trips and other school events and functions. The very active Friends' Association has been responsible for the provision of playground equipment and grounds improvement. This has resulted in a major improvement to facilities for pupils. Parents have also provided computer tables and other specialised equipment and they act as an important link with the community at large through their enthusiasm in promoting events and functions at various locations in surrounding villages and at the school.
47. The quality of information provided for parents is good. There are regular newsletters and information on curriculum matters is freely available. New areas of learning and academic initiatives are explained at open meetings and workshops, and the school provides reports on pupils' academic progress and behaviour each term, for all parents and carers. Parents of pupils with special educational needs are fully involved in reviews of their progress. Reading and homework diaries are used to develop an additional link between home and school. However, there is inconsistent use of homework at Key Stage 2 which results in opportunities to extend learning being missed. Most parents have entered into home-school agreements with the school and these provide a further commitment from both parties. Parents' contribution to their children's learning at school and at home is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is well led and managed by the headteacher, deputy headteacher and governing body. All have made a significant contribution since the last inspection in improving the quality of education provided by the school. Weaknesses in the management of the school have been fully addressed. The headteacher has been very successful in establishing a caring ethos. Parents are very happy with the leadership of the school.
49. The headteacher and deputy headteacher have established a very effective working relationship, with individual strengths well utilised. They have worked together to establish a clear direction to the work of the school and there is a very strong commitment to further improving the school. This desire to improve further is shared by the governing body and members of staff. Both the headteacher and governing body have a good understanding of the school's strengths and weaknesses. The school has significantly improved its strategies for monitoring the work of the school since the last inspection. National Curriculum test results over time are carefully analysed to identify trends. Detailed records of individual pupil's progress are kept and these

are used effectively to set targets for improving pupils' attainment. Whilst standards of attainment vary significantly from year to year, both the headteacher and governing body have a good understanding of why this is, based on a good knowledge of the potential of different year groups.

50. The monitoring of teaching is a more recent development but this is beginning to have an impact on the standard of teaching. Where teaching has been observed, detailed feedback has been given to teachers to help them improve. Literacy and numeracy co-ordinators have been involved in monitoring and supporting colleagues in the classroom. This has helped to improve teachers' knowledge of the expectations of the numeracy and literacy strategies. The religious education co-ordinator gives a very good lead in her subject area, supporting colleagues in the planning of work. The contribution of other subject co-ordinators is satisfactory.
51. Since the last inspection, the headteacher and governors have developed the school's long-term planning. This is reflected in the school development plan, which is satisfactory. It sets a clear agenda for school improvement. However, governors have too little input at an early stage in the identification of priorities. Targets for improvement are appropriate but lack focus. For example, the target of improving writing in Key Stage 2 does not focus sufficiently on improving spelling and handwriting even though the literacy co-ordinator has identified these as priorities.
52. The involvement of the governing body has improved significantly since the last inspection. Governors have a good relationship with the headteacher. They share his commitment to developing the school. There are several committees that meet regularly and perform useful roles. Governors regularly visit school to monitor its work. The governing body fulfils its statutory duties, with the exception of the contents of the school prospectus and the governors' annual report to parents. These do not contain national comparative data for end of key stage test results.
53. The day-to-day management of finances by the headteacher, vice-chair of governors and administrative officer is very good. Financial planning by the headteacher and governing body is thorough. Spending is clearly targeted on raising standards. The school has built up a very large surplus budget over the last two years. This has been achieved through prudent spending, especially in the area of covering for teacher absence. The headteacher regularly stands in for the absent teacher. Although the surplus fund is larger than normal, it is appropriate and will be used to maintain the currently good staffing levels as pupil numbers fall over the next few years.
54. The school uses specific grants appropriately. For example, the element of the budget allocated to special needs is used effectively to provide additional staffing. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for the new outdoor play equipment. The school has begun to apply the principles of best value to its work, for example by ensuring that quotes are obtained before purchasing resources.
55. The school is well staffed with a suitable number of teachers and a high number of support staff. Learning support assistants make a very good contribution to pupils' learning, particularly when working with pupils with special educational needs.
56. Accommodation is good. Classrooms and additional space are used effectively and the building is well maintained and kept very clean. The hall is adequate but is cramped when pupils in Years 5 and 6 are having physical education lessons. Since the last inspection, the school has improved the outdoor provision with the purchase of play equipment and the further development of a secure play area for children in the reception class. For example, the recent addition of a 'nature trail' as part of this area has made a good contribution to children's work. The school has an attractive and well-resourced library but there is little evidence of pupils using it to help them with their work.
57. Resources are good. Weaknesses identified in the last inspection have been rectified. Resources for children in the reception class are now good. The range and quality of resources

in information and communication technology is far better than at the time of the last inspection. However, the school's computers are not yet being used effectively to support learning in this area of the curriculum. Very good use is made of the local community to help pupils in their work. A good range of visits and visitors make a significant contribution to the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Raise standards of attainment in information and communication technology by
 - Continuing training arrangements to further improve teachers' confidence in teaching the subject
 - Using the scheme of work to plan what skills pupils are expected to learn and to ensure that there is sufficient challenge for higher attaining pupils;
 - Implement the procedures for assessing pupils' attainment that have been identified in the school's scheme of work;
 - Identifying in lesson planning where information technology can be used to support learning across the curriculum;
 - Making more effective use of available resources in the computer room and classrooms.(Paragraphs 10, 22, 57, 95, 124, 125, 126, 127, 128, 129)
- Improve pupils' spelling and handwriting in Key Stage 2 by
 - Raising teachers' expectations of how pupils should present work;
 - Applying the school's handwriting policy with greater consistency;
 - Giving pupils the opportunity for checking their own work for spelling errors;
 - Using assessment information to identify common spelling errors
 - Providing more opportunities for the teaching of spelling rules;(Paragraphs 7, 24, 30, 76, 82, 84)
- Develop pupils' independence by
 - For Year 2 onwards, raising teachers' expectations of the levels of independence that pupils should achieve;
 - Giving pupils more opportunities to show initiative when they are working including using the library and computer room when appropriate;
 - Identifying areas of the daily school routine for which pupils can take some responsibility;
 - Using homework more effectively to encourage individual research.(Paragraphs 17, 24, 37, 39, 47, 48, 81, 86, 102, 122)
- Ensure that members of staff receive training on child protection procedures

In addition, the following areas for improvement should be considered for inclusion in the action plan. These refer to weaknesses identified in paragraphs 25, 51, 52, 85, 93, 104, 108

- Ensure that the school prospectus and annual governors' report to parents includes national comparative data for end of key stage test results.
- Review the school's marking policy so that marking consistently identifies both how pupils could improve and what they have done well.
- Involve the governing body in drawing up the school development plan at an earlier stage in the process.
- Increase the opportunities for pupils in Key Stage 2 to develop skills in making 3 dimensional art.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	42	46	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	135
Number of full-time pupils eligible for free school meals	0
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	50
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	6	17
	[1999]	[14]	[7]	[21]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10[13]	10[12]	10[14]
	Girls	5[7]	3[7]	5[7]
	Total	15[20]	13[19]	15[21]
Percentage of pupils at NC level 2 or above	School	94(95)	77(90)	94(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10[14]	10[14]	10[14]
	Girls	5[7]	5[7]	4[7]
	Total	15[21]	15[21]	14[21]
Percentage of pupils at NC level 2 or above	School	94(100)	94(100)	84(100)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	9	17
	[1999]	[14]	[9]	[23]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8[12]	8[9]	8[13]
	Girls	9[8]	9[8]	9[9]
	Total	17[20]	17[17]	17[22]
Percentage of pupils at NC level 4 or above	School	100(87)	100(74)	100(96)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8[10]	8[9]	8[13]
	Girls	9[8]	[9]	9[8]
	Total	17[18]	17[16]	17[21]
Percentage of pupils	School	100(78)	100(70)	100(91)

at NC level 4 or above	National	70(68)	72(69)	79(75)
------------------------	----------	--------	--------	--------

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	127
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	22.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	123

Exclusions in the last school year

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

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

Financial information

Financial year	2000
	£
Total income	269201
Total expenditure	268055
Expenditure per pupil	1849
Balance brought forward from previous year	36011
Balance carried forward to next year	37157

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	34

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	6	0	0
My child is making good progress in school.	53	38	6	0	3
Behaviour in the school is good.	41	56	3	0	0
My child gets the right amount of work to do at home.	29	62	3	3	3
The teaching is good.	56	41	0	0	3
I am kept well informed about how my child is getting on.	41	50	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	12	6	0	0
The school expects my child to work hard and achieve his or her best.	62	26	9	0	3
The school works closely with parents.	44	47	6	0	3
The school is well led and managed.	47	50	0	0	3
The school is helping my child become mature and responsible.	65	26	3	0	6
The school provides an interesting range of activities outside lessons.	56	26	12	3	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The attainment of children when they first start school in the reception class is broadly average. This is confirmed by the assessments made in the children's first term in school. By the time they reach Year 1, children achieve well and they are attaining standards that are better than those expected for their age in the 'early learning goals' of personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. In mathematical development, physical development and creative development, children attain standards that are appropriate for their age. This is due to the good quality of teaching for children in the reception class that enables all children to learn new skills quickly. Lesson planning is very good and includes a variety of practical activities to provide different experiences. In particular, the teaching of personal, social and emotional development is very good and leads to children having well developed personal skills by the time they reach Year 1.
59. Standards of attainment are similar to those found at the time of the last inspection. The curriculum for children in the foundation stage has improved considerably since the last inspection. The weaknesses identified at that time have been successfully addressed. Very detailed planning and good levels of support mean that children are provided with an exciting and relevant curriculum which meets the needs of all children, whatever their prior attainment. Assessment of children's attainment and progress is very good. Assessments are made when children start school, and this information is used very effectively to identify what individual children need to learn next. The teacher keeps very detailed records of children's progress, and uses this information in order to ensure that activities build on children's previous learning.
60. There is good liaison between the school and home for children when they start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.
61. Resources for children in the reception class are good and have improved considerably since the last inspection. Very good use is made of the local community to support children's learning. For example, children visit local shops as part of their work.

Personal, social and emotional development

62. The quality of teaching in this area of learning is very good. The teacher is calm, caring and patient and has a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed with good use being made of praise to develop self-esteem. Throughout all areas of the curriculum, teachers and learning support assistants ensure that children are encouraged to become independent, relate well to each other and to behave sensibly. As a result, children become confident and secure individuals. Children with special educational needs are included in all activities and quickly improve their confidence.
63. Children are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other and develop a good understanding of the difference between right and wrong. Both the teacher and learning support assistant have very high expectations about how children should work. They expect children to make choices for themselves about what activity they are going to do and they successfully ensure that children learn to think for themselves. Children are expected to get resources out without adult help and they happily tidy away at the end of an activity. As a result, levels of independence in the reception class are very good.

Communication, language and literacy

64. Children make good progress in this area of learning, with progress in developing speaking and listening skills being particularly good. This aspect of the curriculum is taught consistently well because teachers give children many opportunities to talk and listen in structured situations. Good use is made of role-play and children participate enthusiastically in these activities. For example, a small group of children confidently acted out the story of the 'Billy Goats Gruff' to the rest of the class, using different voices to add characters to the parts they were playing. When working in the playhouse, children successfully use props to recreate stories they have heard, accurately acting out the story of 'Goldilocks and the Three Bears'. Children enjoy listening to stories and respond appropriately, joining in with the teacher when they recognise a text. They participate confidently in assemblies and speak confidently to adults and to each other in small or large groups.
65. The teaching of reading and writing is good. The writing area in the classroom is used well by children and the teacher plans many opportunities in to the day for children to use print and drawing as a means of communication. As a result, children develop a positive attitude towards reading and writing. They are very enthusiastic and are always willing to record their ideas on paper, sometimes using recognisable words or letters. Children enjoy books, handle them with care and accurately retell a simple story. Most children are beginning to read simple texts and can accurately talk about the events in the story.
66. Homework makes a sound contribution to children's learning in this area of learning. For example, children regularly take reading books home.

Mathematical development

67. Children start school with varying levels of attainment in mathematics. They make good progress in developing skills and understanding. Many children recognise numbers to ten, with a very small number of higher attaining children recognising higher numbers. When working orally higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games and use appropriate mathematical language such as 'bigger than' and 'smaller than'.
68. Teaching of mathematics is good. Mathematical concepts are taught in a practical way that involves the children and promotes good learning. For example, children happily sang 'Mary in a Space Ship', learning at the same time how to count forwards and backwards. Very good use is made of resources to stimulate interest, with the use of mathematical games being particularly successful. The teacher and learning support assistant effectively encourage independent thinking by asking challenging questions. For example, 'How can we get into a circle quickly?' The teacher is careful about using accurate vocabulary such as 'next', 'digit' and 'semicircle'. This encourages children also to talk accurately when working mathematically.

Knowledge and understanding of the world

69. The good quality of teaching in this area of learning means that children make good progress. Activities are carefully planned and teachers make excellent use of the local environment to promote good learning. This was seen to especially good effect in a geography lesson where children followed a piece of string around the school grounds, finding things as they went. Children are helped to develop an understanding of the world around them by visits such as a recent trip to the village post-office. Particularly noteworthy on this visit was the independence shown by children in using tape recorders to interview the postmistress.
70. Children understand what plants need to help them grow and explain why plants grow more quickly in certain conditions. Children confidently explore their local environment, for example, following the nature trail in the school grounds or going on walks around the village. They learn how trees change in autumn and know why birds have to hunt for food at this time of the year. Children are excited by these activities and speak confidently about where they have been. They can explain about recent past events in their life and understand that things change over

time. Children confidently use the computer to play simple mathematical games, for example making patterns or counting different sets of objects.

Physical development

71. Opportunities for children to work outside have improved since the last inspection. The outdoor play area has been developed and now provides an attractive working area for children. During the inspection, little use was made of the outdoor area due to weather conditions. However, teacher's planning shows that over time children are given appropriate opportunities to work outside. Children's learning in this area of learning is also enhanced by regularly timetabled physical education lessons. In these lessons, the quality of teaching is good overall, with one very good lesson and one satisfactory lesson. Physical education lessons are well planned and children are encouraged to think about the effects of exercise on their body. Children learn how to make simple balances and show appropriate co-ordination when moving around the hall. They kick and throw with increasing accuracy as they get older. Children handle scissors, glue brushes and pencils sensibly in art and design and technology activities and use them successfully to make simple models.

Creative development

72. There was insufficient evidence to make a judgement on the quality of teaching in this area of learning. However, a scrutiny of pupils' previous work indicates that children make good progress in creative development. An imaginative range of resources is used to stimulate interest and promote good learning. They draw and paint confidently and show increasing control of a range of tools, for example when using materials to make pictures of 'Humpty Dumpty'. Teachers successfully encourage pupils to work independently. For example, children decide for themselves, when doing leaf printing, which colour they want to use and they roll out the ink without adult help. Children enjoy singing and join in with enthusiasm when making music in the classroom or in assembly. They confidently play a range of musical instruments to accompany their singing.

ENGLISH

73. Standards of pupils' attainment vary significantly from year to year, according to the number of pupils identified as having special educational needs in each year group.
74. As at the time of the last inspection, pupils' attainment is above average by the end of Year 2 and they make good progress. They make very good progress in developing speaking and listening skills in Year 1.
75. In end of Key Stage 1 tests in 2000, pupils' attainment was average in reading and above average in writing. Attainment was above average in writing because of the very high number of pupils who achieved the higher Level 3, although the number of pupils who failed to achieve the expected Level 2 was also slightly above average. When compared with similar schools, results in reading were below average and average in writing. Standards are higher in the current Year 2, as there are fewer pupils identified as having special educational needs in that year group and there are more pupils on target to achieve the expected level 2.
76. By the end of Year 6, pupils' attainment is broadly average, with over a third of the pupils in this year group being on the school's register for special educational needs. This is similar to standards found at the time of the last inspection and pupils continue to make satisfactory progress overall. However, unsatisfactory progress is made in spelling and handwriting and this is not as good as at the time of the last inspection.
77. In 2000, end of Key Stage 2 tests show that pupils' attainment was well above average when compared with all and similar schools. This year group had few pupils with special educational needs and a larger number of higher attaining pupils than usual.

78. When averaged out over the last four years, pupils' attainment at Key Stage 1 has been above average in reading and well above average in writing. At Key Stage 2, test results have been broadly in line with the national average when averaged out over the last four years.
79. Pupils with special educational needs make good progress throughout the school because of the good quality support they are given in lessons by the well trained learning support assistants. Very detailed individual education plans mean that work is closely matched to their needs.
80. In Key Stage 1, pupils develop very good speaking and listening skills. These standards are not maintained in Key Stage 2, where pupils get less opportunity to speak in formal settings and by the end of Year 6, pupils' speaking and listening skills are broadly average. Specific lessons at Key Stage 1 enable pupils to concentrate well for considerable lengths of time and this is a good preparation for whole class discussions in other lessons. Pupils in Year 1 learn to take an interest in what others have to say by asking questions and recording their answers using a tape recorder and they become skilled at listening to the clues other pupils give them when playing several guessing games. They use strong, expressive voices when taking part in role-play. Pupils in Year 2 respond positively when the teacher invites them to help evaluate each other's work, making thoughtful and supportive comments. Throughout the school pupils listen carefully to the teachers and are keen to answer questions. Most pupils speak clearly but older pupils at Key Stage 2 show a lack of confidence when speaking to the class and do not always speak loudly so that everyone can hear.
81. In reading, by the end of Year 2 all pupils join in with the whole class reading of simple texts and most use their knowledge of the sounds groups of letters make to help them read unfamiliar words. All pupils show an interest in books and are happy to discuss the story and main characters. Younger pupils at Key Stage 2 read aloud fluently with some expression. They have a better understanding of the way factual books are organised than at the time of the last inspection when this was a weakness. Whilst older pupils at Key Stage 2 discuss books they have read confidently and express preferences for particular authors, they lack confidence when reading aloud and many use limited strategies when trying to read unfamiliar words. As at the time of the last inspection, they have few opportunities to carry out individual research in the school library.
82. In writing, by the end of Year 2, most pupils write in full sentences and spell many common words correctly. As at the time of the last inspection, there are good opportunities for pupils to develop a wide range of writing styles such as letters, factual accounts, instructions, poems and plays. Key Stage 2 pupils develop a good understanding of the need to use interesting vocabulary to capture the interest of an audience. For example, pupils in Years 5 and 6 used phrases such as 'rain stinging your face like angry bees' and 'wind howling like a hungry whale' when describing the storm. However, Key Stage 2 pupils have limited strategies to help them spell regular words correctly and this means that even pupils who achieve higher than average standards in other aspects of English are weak at spelling. In addition the standard of handwriting is variable with teachers not having consistent expectations about what is acceptable.
83. Throughout the school, pupils have good attitudes and behave well in English lessons. As at the time of the last inspection, they are enthusiastic, concentrate well and listen carefully to the teachers. When they are stimulated by the work provided such as in a lesson when they were writing poems about the recent storm, they remain on task well and try hard. They concentrate less well when not directly supported by an adult and when the activities are less inspiring. The way pupils present their work varies in quality depending on how high the teacher's expectations are.
84. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. This was also found to be the case at the time of the last inspection. There is no evidence of the inaccurate teacher subject knowledge or the inappropriate use of worksheets that was identified as a

weakness at the time of the last inspection. Permanent members of staff throughout the school demonstrate a good knowledge of the subject and provide suitable work for all pupils. All members of staff, including learning support assistants, have good relationships with the pupils and have a successful, calm and friendly approach to managing behaviour. This promotes enthusiasm in lessons, with pupils keen to do well. A strength of teaching is the way pupils are supported in improving their speaking and listening skills at Key Stage 1. Pupils are given good opportunities to take part in games and role-playing activities that increase their competence and confidence in this aspect of English. For example, in one Year 1 lesson pupils re-enacted well known stories by using puppets and resources from the playhouse. They successfully used a range of interesting voices to maintain the interest of the rest of the class who were the audience. Teachers at Key Stage 1 are successful at teaching pupils strategies for reading and spelling words correctly and pupils employ these strategies in lessons. In contrast, at Key Stage 2, insufficient time is allowed for pupils to learn and use spelling rules. Teachers do not always allow enough time at the end of the lesson to assess what pupils have learnt and to consolidate or extend their learning in the lesson. Throughout the school, teachers give clear instructions and explanations so that pupils understand what is expected of them. Teachers are sensitive to the needs of lower attaining pupils and ensure that they are given equal opportunities to take part in discussions.

85. The quality of marking continues to be variable. Teachers help pupils to develop the use of descriptive language well at Key Stage 2, this was particularly effective in the class with the oldest pupils when they were successfully encouraged to review their poems and add more interesting vocabulary. Every teacher sets targets for the year for each pupil and this is effective in encouraging pupils to improve aspects of their work. Homework is not set consistently and this means that opportunities are missed for parents to support their children at home on a regular basis.
86. The library is well stocked and is an attractive resource. However, it continues to be under used by pupils for individual research work.

MATHEMATICS

87. Standards of pupils' attainment vary significantly from year to year, according to the number of pupils identified as having special educational needs in each year group.
88. Inspection findings are that standards in the current Year 2 are in line with national averages. In 2000, test results at the end of Year 2 showed pupils' attainment to be well above average when compared with all schools and above average when compared with similar schools. Pupils' progress in Key Stage 1 has been hindered recently by long-term staff absence. Nevertheless the pupils still make satisfactory progress, although fewer pupils are on target to achieve the higher Level 3 in national tests than have done so in previous years.
89. By Year 1, pupils know their simple number bonds that add 10, and most can count forwards and back from 1 to 20, with some able to count confidently in twos with odd and even numbers. The pupils with special needs made good progress due to well-planned work and effective classroom support.
90. Standards of attainment in the current Year 6 are in line with national averages, with pupils achieving as well as they should given their prior attainment. This represents an improvement since the last inspection where the standards and progress for the oldest pupils were unsatisfactory. The results of national tests in 2000 for pupils in Year 6 were exceptional, placing the school amongst the best 5% of schools in the country. The school recognises that this was due to the nature and ability of this particular year group which had no pupils with special educational needs. Over a third of pupils in the current Year 6 are on the school's special educational needs register.
91. Inspection evidence indicates that pupils in Key Stage 2 are now making good progress both in

lessons and over time. The numeracy strategy is having a good impact, as is the organisation of teaching so that pupils are taught in small single aged-groups. This improved rate of progress in the upper part of the school has yet to show itself in national test results. Currently pupils' work and attainment is extensively checked for progress and accurate targets for their future learning are set. The teachers are frequently observed and critical evaluations are made in order to improve further progress in Key Stage 2.

92. By Year 3 most pupils know their 2, 3 and 5 times tables, can calculate doubles, spot patterns in numbers and know their odd and even numbers. Most can count to 30 in 2s and 3s and are beginning to see the relationship between adding and multiplying. They are keen to show their knowledge and ideas when asked for their calculations. The pupils made good progress in their knowledge of 2D shapes and the link between the number of edges and corners. Pupils in Year 5 are studying probability. They have made good progress in the understanding of the specialist terms and words that are used. This is due to the good teaching that set examples in relevant and practical statements of situations that the pupils can relate to and understand. "How likely, certain, unlikely, possible, probable is it for you to win the lottery tonight?" "Will it be dark tonight?" "It is my birthday tomorrow" In mental mathematics, most of the pupils know place value up to 1,000 and many up to 10,000. They mentally add, subtract and multiply calculations using 2 and 3 digit numbers. They are all encouraged to explain their strategies for working out and are confident and keen to do so.
93. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. No unsatisfactory lessons were seen. This is an improvement on the last inspection when some unsatisfactory lessons were observed. Where teaching is good the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons, the teachers have a clear idea of their lesson objectives and set realistic, achievable and challenging targets. They use the correct mathematical language and teachers ensure pupils work at a brisk pace. Good clear instructions and explanations are given and consequently pupils make good progress. There is a good range of resources that are well used and this has a good impact on teaching and learning. The classroom assistants who support the pupils with special educational needs are well briefed by the teachers and are highly sensitive to the needs of the group they are working with. Consequently these pupils make good progress. Where the normally high levels of pupil behaviour and keen participation fell it was due to pupils not quite understanding the task set. Teachers set little work that will encourage pupils to use their initiative and or show their independence when working. Marking is inconsistent across the school with some good positive constructive correction being made alongside some that is barely satisfactory.
94. Planning across the school is good and the teachers have adopted a very good system for assessment, tracking and targeting pupils' progress. There has been extensive monitoring of teaching by the headteacher, co-ordinator, governors and the local education authority. This has had a positive impact on raising standards.
95. The curriculum is broad and balanced and a good emphasis is placed on developing pupils' understanding and ability to explain and apply their calculations. The National Numeracy Strategy has been satisfactorily implemented and has a positive impact on raising standards. Numeracy lessons follow the recommended format. Most of the lessons have an effective warm up and on most occasions time is allowed at the end of the lesson to assess pupils' learning. The Numeracy Strategy has had a positive effect on raising standards. Homework is set that supports the pupils' learning satisfactorily. However there is little evidence that information technology is being used to support pupils' learning in this subject.

SCIENCE

96. As at the time of the last inspection, standards of pupils' attainment vary significantly from year to year, according to the number of pupils identified as having special educational needs in each year group. There are no significant differences in the attainment of boys and girls in either key stage with all pupils making at least satisfactory progress.

97. Inspection findings are that standards in the current Year 2 are above average, with pupils learning well. The good quality of teaching in Years 1 and 2 is having a good impact on the rate at which pupils develop knowledge and skills. Teachers' own assessments of attainment at the end of Year 2 support inspection findings. Teachers assessed pupils' attainment at the end of Year 2 in 1999 and 2000 as being above average when compared to all schools and similar schools. The number of pupils achieving the higher levels was also above average. In contrast, whilst most pupils in the current Year 2 are on target to achieve the expected Level 2 in end of year assessments, fewer pupils than in previous years are likely to achieve the higher Level 3.
98. Pupils in Years 1 and 2 have a good understanding of the differences between types of living things and they know what they need to live. They can accurately describe the life cycle of frogs and humans. They have good observational skills and are beginning to record their work in a variety of appropriate ways, for example using graphs to show different types of hair colours in their class.
99. Standards of attainment in the current Year 6 are average, with pupils achieving as well as they should. Over a third of pupils in the current Year 6 are on the school's special educational needs register. This is a far higher number than in recent years and explains why standards in the current year group are not as high as those achieved in the past two years. In 1999, standards of attainment were well above average when compared to all schools and above average when compared to similar schools. In 2000, standards of attainment were outstanding, placing the school amongst the best 5% in the country. The school has acknowledged that this was an exceptional year group.
100. Pupils in Years 3, 4, 5 and 6 develop a good understanding of forces. They can explain the difference between pushing and pulling and know how friction can be reduced or increased. They use correct vocabulary such as 'up-thrust' and 'gravity' to explain why things float. Pupils are able to measure accurately in 'newtons', with higher attaining pupils beginning to understand the link between mass and weight. Pupils observe carefully but their recording skills are weak. Most written work follows a set format given by the teacher. There is little evidence of older or more able pupils devising their own ways of presenting their work.
101. The quality of teaching is good at Key Stage 1, with an example of a very good lesson in Year 1, and is satisfactory in Key Stage 2. In both key stages, teachers plan interesting activities that excited pupils and motivated them to work well. Behaviour is consistently good and pupils co-operate well with each other on experiments. Pupils carefully handle resources. Teachers explain clearly what pupils have to do and lessons are well resourced. This is particularly evident in Years 1 and 2 where very good use was made of resources to capture and hold the pupils' interest. In a lesson in Year 2 on life cycles, pupils were enraptured by the stick insects that had been brought in to class by the teacher. Pupils discussed in great detail the different features of the stick insects and made good use of their observation skills. They asked good questions and used books to try and find answers for themselves. There is a very strong emphasis given to practical activities in Key Stage 1. This helps to make learning purposeful for the pupils. Teachers have high expectations of what pupils should achieve and, on the whole they respond well to these expectations. This was shown to very good effect in Year 1, where pupils went on a riverside walk to listen for different sounds. Pupils were expected to use a tape-recorder to record the sounds they found. The walk had been very carefully planned to ensure that pupils encountered a wide range of sounds.
102. Although it is satisfactory, teaching is not as effective in Key Stage 2, with a lack of pace in some lessons slowing the speed at which pupils learn. Nevertheless, there is a good practical focus to activities and learning is made purposeful. For example, in Years 5 and 6, pupils competed enthusiastically against each other when trying to make a plasticene boat that would hold the most counting blocks. Activities are carefully planned and good use is made of resources. Pupils enjoy investigative work and apply themselves well to the work they are given. They are good at explaining to others what they have discovered. For example, in a Year 3 and 4 lesson, pupils explained very clearly how springs were being used in different objects to

make the object suitable for a particular function. However, in Key Stage 2, teachers do not give pupils enough opportunities to work independently, devise their own experiments or decide for themselves how they are going to record work. For example, pupils are not encouraged to use computers to present their findings or to record what they have done.

103. Throughout the school, learning support assistants make a very good contribution to pupils' learning. For example, in Year 6 a group of lower attaining pupils worked with a learning support assistant on investigating why some things float better than others. The quality of support was very good. The high expectations of the learning support assistant and her good use of questions helped pupils to develop a good understanding of what was being taught.
104. The curriculum is carefully planned and the school is aware of the need to monitor what is taught to different year groups in each year in order to avoid repetition for pupils in mixed age classes. The quality of teachers' day-to-day assessment of pupils' attainment and progress is good, overall, although the quality of marking in Key Stage 2 is variable. When marking pupils' work, teachers do not always identify what has been successful and what could be improved in the future. Nevertheless, the school keeps useful portfolios of individual pupils' work. These provide good information on what pupils' have achieved and what they need to learn next.

ART AND DESIGN

105. Few lessons in art were on the timetable during the inspection. Judgements on attainment have been made by scrutinising displays of pupils' work and from discussions with pupils.
106. Pupils' attainment is satisfactory throughout the school and they make satisfactory progress overall. This was also the case at the time of the last inspection. Pupils at Key Stage 1 make careful portraits with a good attention to detail when using pastels. They make well-shaped leaves from clay. Key Stage 2 pupils show good skills in observational drawing and paint careful abstracts making effective use of colour and space in the style of Picasso. As at the time of the last inspection, pupils enjoy art and most remain on task during lessons.
107. The quality of teaching in the one lesson observed was satisfactory. A good range of William Morris pictures supported pupils in their observational drawing and helped them gain an insight into the artist's particular style. Praise was used effectively to encourage pupils to develop their work.
108. The school has developed a suitable scheme of work since the last inspection. However, at Key Stage 2, teachers continue to provide limited opportunities for pupils to develop skills using three-dimensional materials. However, there is a better awareness of the work of famous artists than at the time of the last inspection and pupils develop a suitable range of other art techniques such as printing, painting, collage and drawing.

DESIGN AND TECHNOLOGY

109. Pupils' attainment is satisfactory throughout the school and as at the time of the last inspection, pupils make satisfactory progress. They develop a good range of skills in joining materials together, particularly in Year one where they experiment with a wide range of fixings such as split pins, string, glue and sticky tape. Pupils at Key Stage 1 make effective pop-up books from paper. For example, books on growing plants include pop-up flowers and threads to attach card objects to their names. At the time of the last inspection, pupils were given too few opportunities to evaluate their ideas. There are now satisfactory opportunities for pupils to taste and evaluate the recipes they create in food technology and to comment on the effectiveness of their models. At Key Stage 2, some well-designed musical instruments show a good level of skill when sawing, sanding, drilling and joining wood.
110. As at the time of the last inspection pupils behave well and co-operate with each other sensibly when planning models.

111. The quality of teaching in the one lesson observed was satisfactory. The teacher demonstrated a good knowledge of the subject and supported the pupils effectively in preparing designs for land yachts. The discussion at the start of the lesson was slightly too long and this meant that pupils started to lose interest.
112. In some lessons opportunities for pupils to use their numeracy skills are missed. Whilst pupils calculated the ratio of juice to water when finding out the best dilution they rarely include the dimensions on plans for the models they are going to make.

GEOGRAPHY AND HISTORY

113. Geography and history are taught under the timetable heading of humanities. Due to the nature of the timetabling arrangements no geography was seen during the inspection week. Inspection findings are based on scrutiny of work, teacher's planning and interviews with teachers and pupils.

Geography

114. In geography, the standards achieved by the end of Year 2 and Year 6 are satisfactory. In Year 2 pupils study the village, its amenities and leisure activities. They contrast this with a village in India so that they can compare life in the two different cultures. In Year 6, good work was seen on different types of settlements such as villages, towns and cities. Pupils explained clearly in their writing how the different settlements were first established and considered the range of facilities, housing, transport and employment in each. Pupils study changes that effect a community, such as the closing of a village street from traffic. This gives pupils a good opportunity to discuss and learn about local and important geographical issues.
115. There is insufficient evidence to make a judgement on the quality of teaching. In discussion, pupils showed that they enjoy geography and all those spoken to have a very positive attitude to topics they had studied in the past.
116. The curriculum is broad and balanced, with an appropriate emphasis given to mapping skills. Pupils have many good opportunities to experience fieldwork in the local environment. Visits and trips greatly enhance the provision for the subject.

History

117. The standards achieved in history by pupils by the end of Year 2 and Year 6 are good. This represents an improvement since the last inspection when the standards were satisfactory. There is good progress made by all pupils including those with special needs.
118. In Year 2 the pupils learn about the Great Fire of London. They have a good knowledge of the facts of the event. A very effective role-play activity further developed their understanding of the effects of the fire on life in London. Year 1 pupils look at everyday household articles from the past and present. This gives them a good knowledge and understanding of the passage of time and how life was different in the past.
119. All of the pupils from in Key Stage 2 are studying Victorian times. They are able to use historical sources to find out information about the past. This helps them understand what life was like during those times.
120. The pupils in Year 6 look at the conditions of child employment by reading factory reports written at the time. They gain a good understanding of hours worked, the type of jobs that were performed and the dangers faced by working children in Victorian England. Pupils in Years 3,4 and 5 develop a good understanding of other aspects of Victorian life such as farming, health, famous people, inventions, transport and schools.
121. The quality of teaching seen was good throughout the school, with two lessons being very good.

The teaching of history is as a strength of the school's work. Planning is carefully matched to pupils' interest levels and range of abilities. The quality and use of resources is very good. For example, throughout the school, an exciting range of Victorian artefacts is used in lessons to promote pupils' interest. These have a very good impact on the learning. The contribution made to the pupils' learning by the well-trained learning support assistants has a positive influence on their progress, especially those pupils with special educational needs.

122. Good links are made between history and other subjects such as English, geography and mathematics. Pupils' presentation skills are variable throughout the school although there are good examples of drawings and illustrations used to enliven their work, particularly in Year 6. All the pupils show good understanding in history because they are given work that is well matched to their interest levels. These are not only taken from books but also are brought to life for them through visits and well chosen historical resources. Theme days where the pupils dress up and perform tasks related to life in the past add greatly to their experience and knowledge. However, few opportunities were seen for pupils to become more independent in their work by, for example carrying out their own research in the library or making choices about how they would like to record their work. All the pupils enjoy their history and respond very positively to the teachers. Behaviour is consistently good.
123. The curriculum is well organised and is broad and balanced. It includes opportunities to develop both historical knowledge and skills. Teachers' planning ensures that learning builds on previous learning even though pupils of different ages are studying the same topic at the same time.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Pupils' standards of attainment are unsatisfactory by the end of Year 2 and Year 6. Standards are similar to those found at the time of the last inspection. Nevertheless, overall provision in information and communication technology has improved. The school has improved resources and has introduced a suitable scheme of work to support pupils' learning. Recent improvements have not been in place long enough to have a significant impact on the standards achieved by pupils. In addition, the use of information and communication technology is inconsistent across the school and computers are not yet used with sufficient frequency to ensure that pupils develop skills at an appropriate rate.
125. Throughout the school, pupils develop satisfactory word-processing skills but they get little opportunity to experience other aspects of the information and communication technology curriculum such as control technology, handling data and using spreadsheets. By the end of Year 2, pupils can type in simple texts using a computer and they play a limited range of language and mathematical games. Pupils know how to move shapes around the computer screen using the 'mouse' and can change the colour and size of different shapes. By the end of Year 6, pupils have improved their word-processing skills. They change font-type and the colour and size of their text. Pupils in Year 6 produce poems that they have written in literacy lessons that show a good awareness of how they can use their word-processing skills to make their writing attractive to an audience.
126. Pupils have a satisfactory knowledge of the many applications of information technology and understand that information technology means more than merely working on the computer. Even the youngest pupils confidently use tape recorders and they understand how information and communication technology can be used in everyday life. Pupils are beginning to use the internet to find information and they communicate with people in other countries using e-mail. During the inspection, pupils in Year 3 were very excited about e-mails they had received from Canada and this acted as a good motivation to write and send their own responses. Pupils take great pride in their school's innovative and exciting web-site, confidently finding their way around the different parts of the site. The school has been greatly supported in developing its web-site by a member of the governing body.

127. The quality of teaching is satisfactory. When the computer room is being used, pupils are taught new skills effectively. These lessons are well organised and lesson planning identifies clearly how skills are to be developed over time. However, on occasions, there is a lack of challenge for higher attaining pupils. This is particularly noticeable when pupils have got computers at home. For these pupils, work sometimes lacks challenge and too much time is spent practising skills they have already learnt at home. Teachers are more confident about using computers than they were at the time of the last inspection, although the school has identified the need to develop subject knowledge further, especially in the areas of control and modelling. Teachers make little use of information and communication technology in lessons to support learning.
128. The curriculum in information and communication technology lacks balance. At the moment, teaching is focusing on introducing pupils to skills in word-processing and they are getting few opportunities to learn about other aspects of information and communication technology. The school has identified the need to introduce a consistent approach to assessing pupils' progress in information and communication technology. Although teachers keep records of when pupils have worked on the computers, there is no information to help teachers decide what pupils need to learn next. As a result, work does not consistently meet the needs of all pupils. The need to further develop teacher confidence has also been identified by the school in order to ensure that the use of computers is consistent in every class.
129. Resources have been improved since the last inspection and are satisfactory. The purchase of new hardware has considerably improved the profile of the subject throughout the school and the school is benefiting from having a well-resourced computer room. However, ongoing technical problems have meant that the impact of this new resource on the standards of pupils' attainment is less than it should have been. These problems have now been largely resolved.

MUSIC

130. Attainment is satisfactory throughout the school. The school has not maintained the good standards of attainment found by the end of Year 6 at the time of the last inspection. At the time of the last inspection, pupils made good progress in Key Stage 2. Progress is now satisfactory because less time is devoted to the subject than in the past. Throughout the school pupils sing sweetly, with good diction and awareness of various rhythms.
131. Pupils have good attitudes to music at Key Stage 1. They are keen to join in with singing and listen to music carefully. At Key Stage 2, pupils' attitudes are satisfactory overall, with several older boys being quietly inattentive when pre-recorded music is played and reluctant to join in with singing. All pupils co-operate sensibly in small groups when composing their own music.
132. The quality of teaching is satisfactory overall, with one example of very good teaching in a Year 1 lesson. In the very good lesson the teacher's enthusiasm inspired the pupils to try very hard and very challenging questioning encouraged pupils to concentrate well when listening to pre-recorded music. Resources were used very effectively to demonstrate contrasts such as high and low notes. Lessons at Key Stage 2 sometimes lack pace and this means that pupils start to become restless towards the end of certain activities.
133. Pupils have the opportunity to take part in an end of term production. Few boys take part in the optional after school practices. Individual lessons in flute, clarinet and violin broaden the curriculum for the 11 pupils who take part. The school is regularly involved in local music festivals and invites musicians from various cultures to run workshops for the pupils. These activities enrich the curriculum.

PHYSICAL EDUCATION

134. The standards achieved by the pupils by the end of Year 2 and Year 6 are satisfactory.

Standards are similar to those found at the time of the last inspection. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, pupils make good progress in the development of their skills, and work collaboratively throughout the school. There are plans for the oldest pupils to go swimming later in the year. In previous years, when more pupils have gone swimming, most of the pupils achieved the nationally set target of being able to swim 25 metres by age 11.

135. Throughout the school, in movement lessons, pupils' move around the hall with increasing control, balance and poise. They successfully join floor movements of balancing with travelling into a sequence. Some are then able to use the hall apparatus in their sequence. They discuss and improve their performance to a good standard whilst working collaboratively in groups to rehearse and refine their movements. In games lessons, in Years 4,5 and 6, pupils are improving their throwing and catching skills whilst learning the basics of rugby. All the pupils are aware of the need to warm up properly before a period of exercise and know what effects physical exercise has on their bodies.
136. The quality of teaching and learning is good overall. The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, and their response in lessons is good. The lessons are well planned and gradually develop the skill or sequence that is the focus of the teaching in the lesson. Teachers have good knowledge of the subject, give clear instructions, emphasise how improvements can be made and give encouraging and appropriate praise. However, few opportunities were seen for the pupils to be independent and show initiative, for example by getting equipment out or helping to put it away. Most teachers provide good role models by changing for lessons and all pupils change into suitable clothing.
137. The school has a good range of physical education resources that covers all major sports Pupils get good opportunities to compete both against each other and against other local schools. A daily gymnastics club run by an enthusiastic classroom assistant, who is a qualified gymnastics coach, greatly enhances the school's provision for physical education and leads to success at local competitions.

RELIGIOUS EDUCATION

138. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6 and they make satisfactory progress. Standards are similar to those found at the time of the last inspection. Pupils develop a sound understanding of Christianity. Pupils in Years 1 and 2 can retell favourite stories from the Bible such as 'The Good Samaritan'. Older pupils relate the themes of Bible stories to their own experiences. For example, pupils in Years 4 and 5 talked about their own feelings of jealousy after hearing the story of 'The Prodigal Son'. Pupils develop a good understanding of why faith is important to different people and know why Jesus is such an important figure in Christianity.
139. Pupils demonstrate positive attitudes to the subject and are interested in learning about different beliefs and customs. They describe features of both Islam and Judaism, with older pupils able to contrast this with aspects of Christian worship. They explain confidently how prayer differs and know the name of symbols from the different faiths. Pupils show a good level of respect for beliefs other than their own.
140. The quality of teaching is satisfactory, with an example of a good lesson in Year 3. In this lesson, the teacher's good subject knowledge meant that the theme of 'baptism' was introduced in an exciting and stimulating way so that all pupils were involved and learnt well. Discussion was effectively promoted with many pupils making interesting contributions to the lesson, talking about how they had been baptised. The subject knowledge of teachers in the rest of the school is variable, particularly in Key Stage 2, where there is an over reliance on the subject co-ordinator to plan lessons. Throughout the school, teachers are successful in involving pupils in the activities they have planned and pupils are expected to think for themselves. Resources are used well to promote learning. A good example of this was seen in Year 2 where pupils were

thinking about the meaning of giving gifts. Pupils were able to write their ideas on gift-wrapped parcels. By doing this, the link between 'giving' and 'receiving' was well developed. Throughout the school, teachers make learning interesting and present information in a range of ways. Teachers regularly mark pupils' work and the school has identified the need to introduce a consistent approach to assessing pupils' progress over time.

141. The curriculum is broad and balanced. Teachers' long term planning is closely linked to the expectations of the locally agreed syllabus and helps to ensure that pupils' learning builds on previous work. However, the time allocated to the subject varies from class to class, and in some instances there is not enough time for topics to be fully explored. This has a negative impact on learning in these lessons, especially in Key Stage 1 where some lessons are too short.
142. The school is well resourced for the teaching of religious education. Visits to the local church contribute well to learning and local clergy regularly leads assemblies. All these activities help pupils to develop a positive attitude to learning about Christianity and other faiths.