

INSPECTION REPORT

ST. JOHN'S RC PRIMARY SCHOOL

Trowbridge,

LEA area: Wiltshire

Unique reference number: 126429

Headteacher: Mr. Paul Fuller

Reporting inspector: Clive Whitburn
25456

Dates of inspection: 27 - 30 November 2000

Inspection number: 224284

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wingfield Road Trowbridge Wiltshire
Postcode:	BA14 9EA
Telephone number:	01225 752006
Fax number:	01225 769606
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon Liam O'Driscoll
Date of previous inspection:	3 – 7 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Clive Whitburn 25456	Registered inspector	English	The school's and pupils' achievements.
		Music	How well is the school led and managed?
		Special educational needs	What should the school do to improve further?
		Equal Opportunities	
Susanna Lye 9378	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
John Lace 12181	Team inspector	Geography	How well are pupils taught?
		History	How good are the curricular and other opportunities offered to pupils?
Christina Kadir 27738	Team inspector	Under Fives	
		Maths	
		Art and design	
		Design Technology	
		Physical Education	
Christine Jones 22865	Team inspector	Science	Pupils' attitudes, values and personal development
		Information and Communications Technology	
		English as an additional language	

The inspection contractor was:

Jill Munday
East Sussex County Council
Advisory, Inspection and Training Service
Education Department
PO Box 4
County Hall
St Anne's Crescent
Lewes
East Sussex
BN7 1SP

Telephone 01273 481000

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Catholic Primary school is a 4 to 11 mixed Infant and Junior school with a strong Christian ethos and links to the parish. It is situated on the western side of Trowbridge and draws its children from a large geographical area. The school has 290 pupils on roll and is therefore bigger than most primary schools. The roll is rising and the school expects to have 305 pupils by January 2001. There is a similar number of boys and girls. The percentage of pupils known to be eligible for free school meals (4%) is below the national average, as is the proportion of pupils identified as having special educational needs including those with statements of special educational needs. The percentage of pupils with English as an additional language is slightly higher than the national average, and there is a well below average proportion of pupils from ethnic minorities. The proportion of pupils who left or joined the school during the last year (other than at the usual admission or transfer time) is below average. The attainment of pupils on entry to the school is above average. Within this overall picture there is a wide ability range of pupils with a significant proportion of high attaining pupils.

This year, the school has moved all infant children into new purpose built accommodation on the same site as the rest of the school. Six of the ten classes have mixed age groups encompassing children from two year-groups. The Headteacher retires at the end of December 2000. From January 2001 the Acting Headteacher will be the current Deputy Headteacher. There will be a new Headteacher from September 2001.

HOW GOOD THE SCHOOL IS

St John's is a good school, with many more strengths than weaknesses. Attainment is above average, teaching is good, spiritual, moral and social development and attitudes and behaviour are very good. The school provides good value for money.

What the school does well

- Standards in mathematics and science are above average.
- An above average proportion of pupils reach national expectations in English, Mathematics and Science in national curriculum tests or assessments in both Key Stages.
- Teaching across the school is good and for children under five it is very good.
- The teaching of music and PE is very good.
- Attitudes and pupils' behaviour are very good.
- The school is very good at making sure that all pupils are included in all aspects of the school's work.
- The putting into practice of the school's aims is excellent and pupils' spiritual, moral and social development is very good.
- The amalgamation of KS1 and KS2 teaching on the same site has been successfully achieved.

What could be improved

- The degree of challenge for the significant proportion of better able pupils in English, geography and history.
- School improvement planning.
- The role of subject co-ordinators, particularly with regard to the monitoring of the curriculum, teaching and learning.
- The provision of large outdoor play equipment for children under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then the overall positive picture of the last inspection has been maintained and there has been satisfactory improvement. In particular, the caring ethos has continued, teachers' expertise in design technology and information and communications technology and science has improved, and the school has complied with statutory requirements for appraisal when required. Pupils' reports now comply with statutory requirements. However there has been insufficient

improvement in developing the role of subject co-ordinators and the school's criteria for evaluating the effectiveness of spending decisions and school improvement planning.

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	C	B	C	E
Mathematics	B	D	B	C
Science	A	C	B	C

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

End of Key Stage 2 test results in mathematics and science in 2000 were above the national average, and English results were average. Within that, the proportion of pupils who reached the national expectations (level 4 or above) was well above the national average for English and science, and above the national average for mathematics. However in English, the proportion who attained the higher levels (level 5 or above) was well below the national average, principally because the teaching of advanced level writing skills is underdeveloped. This explains the well below average attainment in English compared to similar schools. Over the last five years the rising trend in results has been broadly in line with that found nationally.

End of Key Stage 1 results in 2000 were well above the national average in reading and mathematics and above average in writing. Compared to similar schools, Key Stage 1 results were well above average for mathematics and average for reading and writing. This is because fewer pupils attain higher levels in reading and writing than in mathematics. In work seen during inspection, attainment was above average at both key stages. The attainment of pupils under five is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils are frequently eager and involved in their work.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite, friendly and helpful within lessons and around the school.
Personal development and relationships	Personal development and relationships are very good. Pupils are caring towards each other and take responsibility for helping others including younger children.
Attendance	Attendance is satisfactory.

The very high standards of pupils' attitudes, values and personal relationships are a strength of the school.

TEACHING AND LEARNING

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

Overall, teaching is good. The teaching of English is satisfactory. Basic literacy skills are taught well but more advanced writing skills need to be taught more systematically. Mathematics and numeracy skills are taught well. Music and physical education is taught very well. Pupils with special educational needs are well supported and make good progress. The significant proportion of higher attaining pupils are insufficiently challenged, particularly in English, geography and history. Overall therefore, taking into account above average attainment, but also prior attainment and the need to provide higher attainers with more challenge, pupils' achievement, including that of pupils with English as an additional language, is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality, is balanced and relevant.
Provision for pupils with special educational needs	The inclusion of all pupils is a strength of the school. The teaching and support given to pupils with special educational needs is good.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social development is very good. Cultural development is good.
How well the school cares for its pupils	The care of the pupils, including health and safety remains a strength of the school.

The school's partnership with parents is satisfactory. Parents are happy with the school, especially its ethos, attitudes and values. There is room for improvement in the way the school communicates with parents. Within the overall balanced curriculum, planning and the use of assessment to guide planning in geography, history and some areas of science, could be more systematic to build on prior learning and what pupils already know, understand and can do.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Leadership is good. Management is satisfactory
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well, but are insufficiently involved in school development planning.
The school's evaluation of its performance	The school knows its own strengths and weaknesses but there is a need to improve monitoring and evaluation procedures and taking effective action.
The strategic use of resources	Satisfactory

The headteacher and key staff have created a clear vision and ethos which permeates all aspects of school life. Planning for improvement and the role of subject coordinators to achieve this are under developed. Staff are appropriately qualified and work well together. The principals of best value are applied satisfactorily. Accommodation is satisfactory overall. In many parts of the school, the accommodation is good, but conditions in the Year 6 temporary classroom building are cramped. The library resources and large outdoor play facilities for children under five are inadequate, and there are plans to improve these as a matter of priority.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> Children are happy Teaching is good The attitudes and values promoted by the school and its caring, moral and Catholic ethos. Pupils' behaviour is good Standards of work and progress children make Children are expected to work hard and achieve their best Children are helped to become mature and responsible 	<ul style="list-style-type: none"> Communication with parents, including topics to be studied in advance, clearer expectations for the amount of homework and information about it in advance and information about how well their child is getting on. The range of activities outside lessons Some parents were concerned about the level of supervision in the playground

The inspection team agrees with the strengths highlighted by parents. Whilst communication with parents is satisfactory, more could be done to inform parents, particularly about work to be studied and homework, and to actively encourage parental involvement. The range of activities outside lessons is similar to what is normally found in schools of this size. Arrangements for playground supervision and actual supervision observed during the inspection were appropriate.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the previous inspection, standards of attainment have improved in many subjects. In particular improvements are noted in mathematics, English, speaking and listening, design technology, art and design, information and communications technology (ICT) and physical education (PE) across the school. In addition, standards have improved in Key Stage 1 in science.
2. Results in end of Key Stage 1 tests in 2000 were well above the national average in reading and mathematics and above the national average in writing. Teacher assessments for science were very high, compared to the national average. Compared to similar schools nationally, overall results (average point scores) were well above average for mathematics and average for reading and writing. Looking in closer detail:
 - The proportion of pupils reaching national expectations (level 2) in science was very high, compared to similar schools, above average in reading and writing and average in mathematics.
 - The proportion of pupils reaching higher levels (level 3 or more) compared to similar schools, was well above average for science, and above average for maths.
 - The proportions reaching higher levels in reading and writing have both fluctuated between being average and below average in 1999 and 2000 and this explains why overall results in reading and writing are only average compared to similar schools.
3. Over the five years 1996 to 2000, Key Stage 1 test results have been consistently above the national average, with some fluctuations, in reading, writing and mathematics. Improvement over the last two years has been similar to that found nationally in mathematics and rising at a slightly faster rate than the national picture in reading and writing.
4. In end of Key Stage 2 tests in 2000, results were well above the national average in science and above average in mathematics. In English, results were average. Compared to similar schools, results were well below average in English, average in mathematics and above average in science. Again, looking in closer detail:
 - The proportion reaching national expectations (level 4 and above) was well above the national average in English and science and above the national average in mathematics.
 - However, too few pupils gain higher levels of attainment in tests. The percentage of pupils who reached higher levels (level 5 or more) were well below the national average in English and also well below that found in similar schools in mathematics.
 - In science an average proportion of pupils reach higher levels, compared to similar schools.
5. Over the five years 1996 to 2000, the rising trend in the school's results at the end of Key Stage has been broadly in line with that found nationally.
6. The results show that the school is successful in ensuring that large proportions of its pupils reach nationally expected levels of attainment. The inspection confirmed this, but more needs to be done to challenge the significant proportion of pupils whose prior attainment is above average. This is evident in the school's own value added graphs, which show that many higher attainers do not achieve results as high as their prior attainment suggests they should. During the inspection, this was particularly noticeable in writing, geography and history. Because of this, in relation to prior attainment, achievement is average, across the school. Pupils with special educational needs are well supported and make good progress. Pupils with English as an additional language make good progress.
7. Baseline assessments show that attainment on entry to the school is above average. Standards of work seen in lessons and during the inspection are above average for children under five. Most children are on target to accomplish, or exceed the early learning goals of the foundation curriculum. They develop a good knowledge of letter names and sounds, enjoy books and make a good start in

learning to read simple texts. They understand simple mathematical language well, can compare sizes and most can count confidently to at least 10. They have a very well developed knowledge of, for example floating and sinking. They handle tools and implements with dexterity and move confidently to sounds and music in PE. They make beautiful collages and other pictures and are enthusiastic in their music making. They develop good social skills and relate well to one another.

8. Attainment is above average by the end of Key Stages 1 and 2 in English. Speaking and listening skills are well developed across the school. Pupils listen carefully and speak confidently and ably to small groups, classes and in front of the whole school. Standards of speaking and listening are high and standards in reading are above average by the end of both key stages. The youngest pupils learn to read quickly and consolidate their skills and understanding well. By the end of Key Stage 2, attainment in reading is above average. An above average proportion of pupils' writing is of the expected standard by the end of Key Stage 2. Spelling is well developed and handwriting is generally neat, joined up and flowing. However, too few pupils develop more advanced writing skills including finely honed command of sentence structure and vocabulary and this prevents a significant proportion of pupils from reaching higher levels of attainment. It is this which explains the well below average results compared to similar schools. This is linked to insufficient teaching of these skills. Therefore, taking prior attainment into account, pupils' achievement in English is only satisfactory.
9. Attainment is also above average in mathematics by the end of both key stages. In Key Stage 1, pupils have good verbal mathematical skills and use these effectively in a range of mental mathematical activities. They can add and subtract confidently to 20 and higher attainers can do this with numbers of 100 and more. Their recall of addition and subtraction facts and understanding of place value is secure. By the end of Key Stage 2, pupils have good mental mathematical skills. Most are able to explain their mathematical thinking and apply their learning about, for example, probability, to practical situations. They are able to convert fractions to decimals and vice-versa with confidence. Achievement in mathematics is good.
10. In science, attainment is above average by the end of Key Stage 1 and average by the end of Key Stage 2. In Key Stage 1, pupils explain why rubber is particularly suitable for bouncing toys. They conduct experiments and tests and record their observations using simple tables. They are familiar with the idea of fair testing and can apply it in practical situations. In Key Stage 2 pupils can use appropriate names for major organs of the body and describe their functions. They recognise feeding relationships between plants and animals in particular habitats. They have a well-developed understanding of rainforests and endangered species. Overall achievement in science is good. However, although pupils gain good knowledge of materials, forces and life processes, their understanding of 'why' and 'how' is not sufficiently challenged through independent investigation. The methods they use to carry out and record investigations do not allow pupils opportunities to apply their knowledge and initiative, and this prevents some pupils from exceeding national expectations for attainment in this aspect of the subject.
11. Attainment is also above average in both key stages in information and communication technology (ICT), art and design, design technology and music. Pupils use computers effectively to enhance their learning. In art, pupils in Key Stage 2 express their ideas, emotions, feelings and moods creatively and effectively using a variety of media. They can evaluate and talk about their work knowledgeably and discuss how to make improvements. In design technology, pupils in Key Stage One use construction kits effectively to design and build. In Key Stage 2, they prepare designs to a given brief, and follow this through to the finished product, refining as they go. They pay attention to both function and aesthetic appearance. Pupils sing well and play a wide variety of instruments confidently. Almost all pupils reach nationally expected standards in music and a large proportion exceed them. Pupils' achievement in these subjects is good.
12. Attainment in geography and history is average in both key stages. Pupils' knowledge of history is average but the depth of much of their work is insufficient to fully challenge pupils and extend their learning. Similarly in geography, not enough work is covered across Key Stage 2 to develop the high standards of which pupils are capable. Standards in geography and history have not been maintained since the last inspection and pupils' achievement in these two subjects is unsatisfactory.

13. Attainment in physical education (PE) is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Pupils' achievement is high. In Key Stage 1, pupils dance and move well and develop good hand / eye co-ordination. In Key Stage 2, pupils develop good poise and control over their movements as they plan, execute, rehearse and improve gymnastic sequences.

Pupils' attitudes, values and personal development

14. Pupils have very good attitudes to school, they enjoy coming to school and are keen to learn. Pupils arrive punctually and lessons start promptly. Behaviour is very good in and around the school. In classrooms, pupils are almost always attentive, they want to achieve well and listen carefully to teachers and to each other, this makes a positive contribution to learning. Pupils are eager to contribute to discussions and to answer questions posed. There are a few occasions when pupils do not wait to be asked to answer and call out, interrupting other pupils. Pupils are able to sustain concentration in whole class and group work. They help each other and carry out tasks set conscientiously. They work well even when unsupervised. When given the opportunity, pupils plan and organise their own work well. For example, in a Year 6 ICT lesson, pupils choose their own ways of researching and organising information.
15. Pupils are polite and aware of the needs of other people. At play they are lively and energetic, but show good-natured tolerance of each other. No harassment or bullying was observed during the inspection. Pupils are very clear about the standards of behaviour that are expected of them and rise to meet these standards. They are careful with their own and other peoples' property, including the school's. Very good behaviour makes a very positive contribution to pupils' personal development. The very good relationships, especially between staff and pupils, are a feature of the school. Pupils are relaxed, sociable and mix well in lessons and at play. Staff provide very good role models, showing care and courtesy in their relationships with pupils. As a result, the support and consideration shown by pupils to their classmates, and in particular to those with special educational needs, is most commendable and a credit to the school. Pupils with special educational needs have very positive attitudes and are fully involved in the activities of the school. They form good relationships with their teachers and especially with the learning support assistants and specialist teachers working closely with them.
16. Children settle into the reception classes quickly. They behave well and use resources such as games and large PE apparatus sensibly. They relate well to one another and co-operate in groups. They share equipment sensibly.
17. Older pupils readily accept opportunities to take responsibility. Year 6 pupils, involved in the 'yellow band' scheme, work readily with, and take care of, younger pupils. This develops a mature sense of responsibility in these pupils and provides positive role models for younger pupils. Both attendance and the rate of unauthorised absence at the school are broadly in line the national average. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

18. The teaching is good and is a strength of the school. Almost all teaching is satisfactory or better. Nearly one in four lessons have teaching which is very good or excellent, and teaching is good or better in over six in every ten lessons. This is an improvement since the last inspection. There are significant strengths in the teaching of children under five, which is very good, as is the teaching of music and PE. Throughout the school, teachers' knowledge and understanding is good and basic skills are taught well. Expectations of pupils' progress are generally good, although this is less strong in Key Stage 2 classes, and expectations for higher attaining pupils are not rigorous enough. Consistently good discipline of pupils and effective classroom management enables pupils to acquire skills, knowledge and understanding efficiently and leads to pupils behaving very well and having positive attitudes towards each other, the school and their work. The pace of work is usually brisk and this helps make teaching a notable strength of the school.
19. Teaching of children under five is particularly effective because there is an excellent understanding of

how young children learn. Teachers provide a rich range of activities to meet the needs of all the children. Young children quickly acquire new skills and these are reinforced in a variety of different situations so children become thoroughly competent in many key areas of the Foundation Curriculum. The enthusiasm and constant reinforcement taking place in the indoor environment allows the children to respond enthusiastically, to use their initiative and make a number of key decisions for themselves. The activities undertaken in this secure environment help all children to make significant progress.

20. The consistent features of good teaching throughout the school are closely linked to teacher confidence and expertise as well as the effective use of resources to introduce new vocabulary and build new concepts. Pupils in Year 1 are given the opportunity to explore language associated with materials in science and link it to the properties of materials. Teachers frequently make lesson objectives very clear and model good learning practice. The use of guitar playing in a Key Stage 1 music lesson allows the teacher to lead pupils from the front. A physical education lesson in Key Stage 2 exhibits a very good rapport with the class and a very good use of questioning and praise. A mathematics lesson at the top end of Key Stage 2 shows how good preparation supports activities very effectively so that pupils can understand and use appropriate mathematical vocabulary securely.
21. Teaching is at its best when teachers give clear indications of the high expectations they have for pupils' progress and when a good pace is maintained throughout the lesson. Teachers are very aware that pupils learn in a multiplicity of ways, and try to cater for a wide range of different learning styles. Thus, in an excellent music lesson, pupils are involved in a wide variety of activities, exploring sound creatively, moving watching, demonstrating, singing, playing instruments, listening and answering questions. There is very little unsatisfactory teaching and when it does occur it is related to a low expectation for pupils' progress. Planning does not always take enough account of the significant number of higher attaining pupils. On these occasions opportunities are missed for developing learning at higher than expected levels, and expectations are too low for these pupils. At Key Stage 2, teaching is satisfactory in English and history and across the school it is satisfactory in science and geography. All other teaching is good.
22. The teaching of basic skills in literacy is good. The national literacy strategy is being put into practice effectively. However, the direct teaching of writing skills, and in particular the skills pupils need to communicate at an advanced and challenging level is not systematic and this impedes the development of better writing skills for a significant proportion of higher attaining pupils. The teaching of numeracy is good, and teachers have responded to the demands of the national numeracy strategy well. Mental mathematics skills are developed well through regular sharp question and answer sessions.
23. The teaching of pupils with special educational needs is good. Teachers take care to address targets set in pupils' individual education plans. Learning support assistants provide high quality support for pupils with special educational needs, with the result that these pupils are well motivated. Support is well targeted and aids pupils with special educational needs to make good progress. Pupils with English as an additional language also make good progress.
24. Homework is used effectively to support and extend what has been learnt in class and records are kept of homework activities undertaken by pupils.

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

25. The school provides a broad, balanced and relevant curriculum for all its pupils and statutory requirements of the National Curriculum are met. This is an improvement since the last inspection.
26. Provision for pupils with special educational needs is well judged and the support they receive from learning support assistants and teachers is effective. Individual education plans are relevant to the

needs of pupils and are regularly reviewed and monitored within the school. Special needs provision is managed very effectively by the special needs co-ordinator. The school succeeds in making all pupils with special educational needs full and active members of the school community and they make good progress towards the targets outlined in their individual education plans.

27. Teachers' plans take good account of the objectives of both the National Literacy and Numeracy Strategies and leads to good quality long, medium and short-term plans supporting pupils' learning. The new strategies have been introduced effectively and there is consistency across the school. In the most successful lessons, teachers adapt their planning well to meet the different needs within their class. A structured phonics programme is in place and this is used very effectively with the youngest children. As a result, pupils in the school have high confidence and competence in these fundamental skills and make good progress as they move through the school. The opportunity for staff to meet together every day now that the school is on one site is a distinct improvement since the last inspection.
28. Curriculum planning, particularly in geography and history and some aspects of science does not yet ensure that pupils build consistently on their previous work, knowledge, skills and understanding. The full implications of the new curriculum introduced in September 2000 need to be carefully considered and securer planning adopted to give a more consistent and coherent approach to these subjects.
29. There is good provision across the school for information and communication technology and a notable increase in its use by pupils to extend their academic activities. Pupils are helping create the school's website, which brings the whole educational community together and provides a showcase to the world.
30. The school prepares its pupils well for the next stage of education. The vast majority of pupils move on to the local Catholic secondary school and alongside pupil visits and preparatory parent meetings, staff maintain good links with their secondary colleagues and work together on a number of key areas. The school is also part of a local cluster of primary and secondary schools and co-ordinators in literacy and numeracy meet at frequent intervals to plan and discuss the national strategies.
31. The personal, social and health education programme is well managed throughout the school. The majority of staff use 'circle time' very effectively to focus on key issues like relationships and growing up. Staff have had good training in handling these sessions and they are a key part of many classrooms, assisting pupils to be more confident in discussing issues in open forums. Opportunities to learn more about health related issues are carefully planned and relevant drug education plays a part in the school's curriculum. The policy for sex education is being employed successfully with the older pupils and involves parents in finding out more about the school's programme and what their children will be learning and discussing in future sex education sessions. Teachers employ considerable skills in ensuring that sex education provides pupils with not only information, but also time for discussion.
32. Out of class activities play a significant role in the life of the school. During the inspection week a number of different groups were meeting, some extending their numeracy learning, others participating in sports activities, whilst others were developing their musical interests. There are plenty of opportunities for pupils to learn how to play musical instruments and the schools' teaching staff are well supported by peripatetic music specialists. Older pupils are able to take part in residential activities and adventurous sports off site. The school maintains strong links with its community and parents and friends of St John's raise significant amounts of money to support extra facilities. The parish is a fundamental part of the social fabric of the school. School and parish work well together on a number of different projects of significant benefit to pupils.
33. The school has many significant strengths in its cultivation of pupils' personal development. A strong Christian ethos pervades the whole school. Spiritual development is very good. Teachers value pupils' responses and there is an explicit encouragement and time for reflection. Each classroom embodies the spiritual ethos and collective meetings of pupils are uplifting experiences

for all participants. Assemblies provide a very good focus for the pupils' spiritual development and all the people assembled enthusiastically engaged in the themes, songs and prayers. There are opportunities for pupils to experience and reflect on the world around them in much of the planning and in many subject areas pupils showed delight and were enthusiastic about the wonder of the whole environment.

34. Moral development is very good. Pupils have a fine sense of moral responsibility and are well able to distinguish right from wrong. There are ample opportunities for them to discuss and write about moral issues and these important aspects of school life are well nurtured through positive examples and the staff's high expectations. The school's mission statement is exemplified through all aspects of school life and there are frequent occasions when pupils are able to fully consider the impact of their actions on the lives of others. They take increasing responsibility as they move up the school and the older pupils value the trust that is put in them when they wear the yellow sashes.
35. The school community is a well-ordered and caring society with a high degree of mutual support amongst children and adults. The school prospectus is clear about the aims of the school and parents are confident about the social aspects of the school. Pupils co-operate well together and there are many examples of older pupils helping younger pupils both at play and dinner times. Very good social skills are developed throughout the school and children develop a strongly co-operative spirit as they move through the school.
36. Cultural development is good. Pupils and staff use computers, email and the Internet effectively to extend their knowledge and understanding of more distant environments. Email links exist with Central America, Finland, Wales, America and Australia. The pupils have a secure grasp of Christian culture, the key festivals and other secular events. Most classrooms and areas around the school reflect aspects of different cultures.
37. Overall, the very good cultivation of pupils' personal development is a significant strength of the school and is valued by the parents.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to make good provision for the care of its pupils. Parents are very happy with the positive caring ethos which permeates everything the school does. The Headteacher and other staff know the pupils well and ensure that effective support is provided for those who need it. The school enlists help from outside agencies when appropriate.
39. Analysis of results and the tracking of pupils in English and mathematics is secure and developing. Ongoing assessment in lessons is good and marking of work gives useful guidance for further improvement. There is, however, little evidence of formal assessment of pupils' achievements of planned lesson objectives in order to inform future lesson plans especially in science, geography and history.
40. Appropriate attention is paid to safety in classrooms and around the school. All staff share in the monitoring of health and safety. First aid arrangements are very good. Staff are aware of those with known medical conditions and there are good systems to ensure they receive the correct treatment. Arrangements in case of fire are also very good. Child protection procedures are fully in place and members of staff are aware of their responsibilities. However, training needs to be updated for the benefit of new staff. There is good liaison with the local education welfare officer.
41. A few parents expressed concern about the adequacy of supervision in the playground. During the inspection week, there were an appropriate number of staff in all areas of the playground and in the dining hall. Pupils were appropriately supervised and cared for. There was also a member of staff on first aid duty. The school effectively encourages older pupils to look after and play with younger pupils. Induction of pupils into school is satisfactory although there are some missed opportunities for better early liaison between the school and family to ensure the happiest introduction to school life for both child and parents.

42. Parents are pleased with discipline in the school. Expectations of behaviour are high. Pupils are involved in setting up classroom rules and those with behavioural problems are given achievable targets. Pupils are rewarded for good work or behaviour. Since the previous inspection the school has introduced a statement on bullying in its behaviour policy. Parents are complimentary about the prompt action taken by the school when bullying is reported.
43. Attendance at the school is in line with the national average. The drop in attendance last year is thought to be mainly attributable to a 'flu epidemic last winter. Attendance of pupils is well monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has a sound partnership with parents. Parents are supportive of the school and its work and especially of the attitudes and values which it promotes. They feel that pupils achieve well but also that some more able pupils could be challenged more.
45. Information provided by the school to parents is satisfactory, but there are some aspects of this which could be improved. There are no regular newsletters, but parents are issued with an annual diary of events and reminders at the appropriate time. Topic information has been issued but not in advance of the work done, so parents have not had the opportunity of providing extra help at home. The format of pupils' annual progress reports has been improved since the previous inspection. These now comply with legal requirements and contain good information about pupils' attainment and progress in all subjects. They also contain individual targets for pupils, although in some cases these are very general. Parents have the opportunity of discussing their child's progress with teachers at formal meetings each term and are also able to talk to them at any time, should they have any concerns.
46. A significant minority of parents feel that the school does not work closely with them. The school prospectus offers no active encouragement for parents to help in the school. However, there are approximately fourteen parents or ex-parents who regularly provide effective assistance in the classrooms or with extra curricular activities. Parents sign the home school agreement offering their support of the school and its work and many of them help their child with reading at home. Not all parents are aware of what homework their child should expect and exactly what homework has been set. The school has recently drawn up a homework policy and this is available to parents on request.
47. There is a thriving parents' association which holds social and fundraising events to enable them to enhance the learning resources available in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership is good and management is satisfactory. The Headteacher and key staff and governors have created a clear vision very effectively which is well communicated throughout the school. The school's caring nature, Christian ethos and shared sense of purpose are consistently reflected in lessons and assemblies. The way in which the school's aims and ethos permeate every aspect of school life is excellent. Staff work well together and are mutually supportive.
49. The Governing Body fulfils its responsibilities well, and statutory requirements are met, but it is not sufficiently involved in the monitoring and evaluation of the school's performance, and taking effective action. Governors have an effective committee structure, which meets regularly and reports back appropriately to the full Governing Body. They usually ask relevant questions of the Headteacher and key staff and are prepared to challenge as well as support. This 'critical friend' role could usefully be developed further, so as to ensure, for example, that the school's targets for pupils' attainment are sufficiently challenging. The governing body and staff are taking appropriate actions to prepare for the performance management of staff. Last year governors set appropriate performance targets for

the Headteacher. They have planned carefully for the appointment of a new Headteacher and for the hand over to the acting Headteacher for next term. Informal contact with the school by individual governors is good. However, formal procedures for governors to monitor the work of the school and for strategic planning are under developed. There is no programme of regular governor visits with an agreed agenda and governors are not fully involved in preparing the school development plan or monitoring its progress.

50. The Headteacher and senior staff are aware of the schools' strengths and weaknesses. This has been helped by recent improvements in the analysis of performance data, and monitoring of the teaching of English by the Headteacher, and mathematics by the mathematics co-ordinator. This monitoring has led to improvements in teaching and learning. There is room to develop this further however. A key issue from the previous inspection was to improve the monitoring by subject co-ordinators and apart from in mathematics, ICT and some monitoring of planning, there has been insufficient improvement on this key issue. The role of subject co-ordinators is still under developed. Some co-ordinators have written recent audits of their subjects and some have action plans. Co-ordinators are not sufficiently involved in budget or development planning for their subject or in monitoring the curriculum and standards of teaching, learning and attainment. They do not have a strongly developed line management role to support and encourage colleagues. Arrangements for the induction, support and mentoring of newly qualified teachers are good.
51. School improvement planning is unsatisfactory. The school development plan establishes appropriate priorities for raising attainment but it does not give a sufficiently long-term view to provide a clear direction for the development of the school. At the time of the inspection, statutory targets for 2002 had not yet been set, although the development plan does refer to boosting the number of pupils reaching higher levels by 5%. Statutory targets for 2001 could be more challenging. Statutory and other targets, and actions to meet them are not sufficiently built into the development plan. The school has recognised that there is a need to improve procedures for target setting, and this is identified on the current school development plan. All major priorities in the school development plan are costed, but the full budgetary implications are not always made completely explicit. Procedures for evaluating the effectiveness of spending decisions, in terms of their impact on standards, are under developed.
52. Day to day financial management is carried out efficiently by the Finance Officer, and the personnel of the school office make a good contribution to the efficient day to day functioning of the school, and to its positive relations with parents. Systems for financial management are unobtrusive, and the way in which they are adapted to meet the pressures of unexpected costs such as unplanned maintenance, confirm that they are sufficiently flexible. The use of a computerised financial management system means that the Finance Officer is able to provide the Headteacher and governors with the necessary financial information. The interim audit report carried out in November 1999 had a few recommendations, all of which are being addressed effectively. The school is able to demonstrate application of some of the principles of best value in their management and allocation of resources. The school uses performance data to compare attainment and other outcomes with those from all schools nationally and with similar schools, and uses this information to challenge their performance and set new targets. Systems for securing economic, efficient and effective services that also incorporate appropriate consultation on major spending decisions and changes to the curriculum, have improved but there is room for further development.
53. Government grants, such as the Standards Fund, are used appropriately to provide in-service training, and grants to support pupils with special educational needs are used well to improve the standards achieved and quality of learning experienced by these pupils.
54. The Governing Body and finance committee meet regularly and monitor budget spending. The finance committee is developing procedures and systems that will enhance their work. The Governing Body fulfils its statutory duties in setting the school budget.
55. The school's accommodation and resources are satisfactory. Moving Year R and Key Stage 1 onto the Key Stage 2 site has been successfully accomplished and is a considerable benefit to the school. There are still some accommodation issues to be addressed: The Year 6 "mobile"

classroom is overcrowded and this inhibits opportunities for teaching and learning. The library is, under developed and provides a poor learning environment. There are no large specialised outdoor play facilities for children under five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the achievement of pupils further, the school should now:

- (1) Raise standards achieved by the significant proportion of higher attaining pupils throughout the school, and specifically in English, geography and history by;
 - setting more challenging learning goals (paragraphs; 6, 8, 18, 21, 70, 73, 88),
 - ensuring the specific teaching of better writing skills (paragraphs 8, 22, 70, 73),
 - increasing the demand and challenge made of pupils and the depth of work in history and geography, ensuring that learning builds systematically on previous work and prior learning. (paragraphs; 12, 28,105,106, 110).

- (2) Sharpen school improvement planning by;
 - ensuring a longer term view (paragraph 51),
 - establishing clear criteria for evaluating spending decisions and their impact on standards (paragraph 51),
 - increasing the role of governors in drawing up and monitoring the school improvement plan (paragraph 49).

- (3) Improve the leadership of subject coordinators by;
 - improving their monitoring of teaching, learning, the curriculum and standards (paragraphs; 50, 75, 91, 97,111),
 - improving their action planning (paragraphs; 50,111).

- (4) Improve large outside play provision for children under five (paragraphs; 56, 61).

Minor Issues:

In addition, the school may consider including the following minor issue in its action plan:

- Improve communication with parents.

(1) PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	19%	42%	34%	2%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		290
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		39

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.00%
National comparative data	5.1%

Unauthorised absence

	%
School data	0.19%
National comparative data	0.4%

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	15	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	14	14	14
	Total	35	35	35
Percentage of pupils at NC level 2 or above	School	97% (91%)	97% (91%)	97% (95%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	14	14	15
	Total	35	35	36
Percentage of pupils at NC level 2 or above	School	97% (86%)	97% (95%)	100% (95%)
	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	24	22	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	20	19	22
	Total	41	39	45
Percentage of pupils at NC level 4 or above	School	89% (88%)	85% (67%)	98% (88%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	24
	Girls	20	20	22
	Total	42	43	46
Percentage of pupils at NC level 4 or above	School	93% (82%)	93% (80%)	100% (88%)
	National	70% (68)	72% (69%)	80% (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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	258
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	26.6
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	122

Financial information

Financial year	1999-2000
	£
Total income	489302
Total expenditure	492041
Expenditure per pupil	1789
Balance brought forward from previous year	15604
Balance carried forward to next year	12865

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	201

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	1	1
My child is making good progress in school.	52	40	3	1	4
Behaviour in the school is good.	52	44	2	0	1
My child gets the right amount of work to do at home.	31	45	14	5	5
The teaching is good.	55	42	0	0	2
I am kept well informed about how my child is getting on.	33	43	19	3	1
I would feel comfortable about approaching the school with questions or a problem.	56	31	10	1	0
The school expects my child to work hard and achieve his or her best.	59	35	2	0	4
The school works closely with parents.	32	45	17	4	1
The school is well led and managed.	42	40	11	2	5
The school is helping my child become mature and responsible.	51	45	2	0	1
The school provides an interesting range of activities outside lessons.	18	39	19	7	17

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

56. At the last inspection, the provision for children under-five was good. The school has maintained this good standard. Baseline assessment shows that the attainment on entry to school is above average. Attainment of pupils under five is above average and in some cases well above average and achievement is good; most pupils are on line to attain the expected level in each area of learning and a significant proportion of pupils are on course to exceed this. However, opportunities for the development of pupils' large motor skills provided through outdoor physical play activities are underdeveloped although this is being compensated for by providing opportunities for indoor gymnastics using the infant apparatus. Pupils benefit from new purpose built and spacious classrooms and the effective and attractive learning environment created by teachers.

Language and Literacy

57. All children have very good listening skills and respond to questioning with appropriate answers. Most children are able to enter into lengthy discussion about work in progress or during role-play. When play-acting 'Snow White', they confidently explain to visitors, "this is a real spinning wheel and you mustn't touch it or you'll prick your finger." They go on to explain the working of the spinning wheel on loan to them from the museum. A structured phonics programme is used well and this provides pupils with a very firm knowledge of letter names and sounds which is a secure basis for future learning. Children are enthusiastic about reading and the majority have made a good start, reading simple texts. They know many words and use their knowledge of sounds to help them with reading unfamiliar words. Children respond well to the structure of the National Literacy Strategy lessons and apply what they have learned during these lessons writing and in other subjects.

Mathematics

58. Most children already have a good understanding of mathematical language. They confidently compare the different sizes of children and objects and are able to order these according to size. They can explain that "Jessica is shorter than the teacher but taller than Hannah and that Hannah is shorter than Jessica. Children are able to order a set of castles from tall to taller and tallest. Children are provided with many opportunities to develop their number skills. The structured programme of the numeracy strategy is being implemented to good effect on children's learning. Most children count confidently to 10 and more able ones beyond that. They use their number knowledge to solve problems such as measuring the height of a friend with paper mice, counting 'how many mice tall they are'. However, more able pupils do not use their considerable mathematical knowledge and understanding often enough in open ended investigations.

Knowledge and Understanding of the World

59. Children's knowledge about materials and their properties is very good. They are able to describe objects in great detail. For example, during a lesson on floating and sinking, children talk about the objects they pick from the box. "I have a square piece of wood." "I have some wool and it comes from sheep". "We are going to put these in the water to see if they will float or sink." Children are able to explain the meaning of the vocabulary they are using and at the same time demonstrate their understanding of concepts; "floating means it stays on top of the water." The teacher extends the activity skilfully, by getting children first to predict which objects will float and which will sink and then asking children to give reasons for their hypotheses. The children sort the objects into sets and then discover for themselves if predictions have been correct. This provides a very good basis for future scientific enquiry.

Creative Development

60. Children explore different media and materials, developing their knowledge of colour, texture and shape, when designing and making homes for 'beany' pets or drawing and designing a face created from collage materials. They make beautiful natural collages, using different textured and coloured leaves, into calendars. They engage in music making with considerable skill and enthusiasm. They listen to music and sing familiar songs and rhymes with obvious involvement and enjoyment. They are good at matching movement to sound during their taped dance lesson of 'Jack and the Beanstalk'.

Physical Development

61. Children handle tools and objects with skill and considerable dexterity and fine motor skills are well developed. They successfully cut materials and hold pencils and brushes with very good control. Physical development is planned through structured lessons in gymnastics and dance. Children move with confidence on the large apparatus in the hall, developing increasing body control. Regular planned outdoor activities with large outdoor resources are currently not available, and this is an essential part of the foundation curriculum. The school has made a commitment to purchase the necessary equipment and ensure that outdoor activities will be provided in the very near future.

Personal and Social Development

62. Children form very good relationships with one another and with the adults in the class. The quality of personal and social development is very good and this helps set the tone and expectations for the whole school. Effective support from classroom assistants means that children are secure and confident and settle to tasks quickly. Children are eager to take part in activities and their behaviour is very good. They share and handle equipment with care and take turns happily. Teachers regularly praise what the children have to offer and help them to evaluate their own achievements and those of others. This results in the children being confident about everything in which they engage.
63. The quality of teaching for the under-fives is very good, and at times it is excellent. Teaching is lively and warm and helps the children to feel happy, secure and involved. Teaching and support staff are enthusiastic and have high expectations of children's ability to achieve and of their behaviour; as a result children show curiosity and are interested to learn. Teachers have very good knowledge and understanding of the learning needs of different groups of children. Planning and lesson organisation are good. Effective and helpful support is provided for children with special educational needs, whilst higher attaining pupils are suitably challenged by teachers' skilful questioning. At times, children would benefit from learning activities being left more open to enable them to pursue their own investigations.
64. There is no designated co-ordinator; however, the two reception teachers share responsibility for the work of the Foundation Stage and have been supported in this by the Local Authority's early years adviser.
65. The curriculum in the reception classes is based on the appropriate areas of learning as set out in the Foundation Stage Curriculum. It enables children to progress towards and beyond the 'Early Learning Goals' and links in well with the National Curriculum. The school plans to develop an early years scheme of work to enhance the curriculum guidance documents and further improve the quality of education provided, and this is an appropriate priority for development. Baseline Assessment is used successfully to identify areas for development for groups and individual children; it starts the process of ongoing assessment for each child, and targets the potential

attainment of each child by the time they reach the end of Key Stage 1. This is a new development which teachers can use to help monitor individual children's progress and ensure that activities are planned to enable children to achieve their identified potential.

66. Parents are involved in their children's learning and a small number help in classrooms. However, parental information and guidance is in need of further development, to keep them fully informed and involved.

ENGLISH

67. Since the last inspection, standards have improved at Key Stage 1. In the end of Key Stage 1 tests for seven-year-olds in 2000, results were well above the national average in reading and above average in writing. This is an improvement since the last inspection. Compared to similar schools overall, results were average. Within this picture:
- The proportion of pupils who achieved the national expectations (level 2) in reading and writing was well above the national average. Most pupils reached this level securely.
 - Although compared to schools nationally an average proportion reached higher levels (level 3 or more) in reading, this was below average compared to similar schools. This picture does vary slightly from year to year. For example, in 1999, it was higher level writing rather than reading results which were below average compared to similar schools.
68. Results for 11 year olds in the end of Key Stage 2 tests in 2000 were average compared to schools nationally, which is similar to the last inspection, but well below average compared to similar schools. This is explained when looking at results closer, as follows:
- The proportion of pupils who attained the expected level (4 or above) was well above the national average, and this has been maintained since the last inspection.
 - but the percentage who reached higher levels (5 or above) was well below average. This is directly related to the teaching, and is explained below.
 - Consequently, taking into account the significant proportion of pupils with above average prior attainment, overall achievement is only average.
 - Pupils with special educational needs receive good support and achieve well. There are no significant differences in the attainment of boys or girls, although the overall performance of boys exceeded the national average for boys by 0.8 points, which equates to about $\frac{3}{4}$ of a term's advantage over the national picture. English test results at Key Stage 2 since 1996 have risen at a broadly similar rate to the national picture and standards have been maintained since the last inspection.
69. A similar view of standards in English was evident in lessons and work seen during the inspection. Speaking and listening skills are very well developed across the school. Pupils listen to adults and to each other carefully. They are confident speakers and enter into whole class, small group and paired discussions intelligently and enthusiastically. By the end of Key Stage 1, pupils read well and have a well-developed knowledge of letter sounds. An above average proportion of pupils, boys as well as girls, write to the expected standard.
70. In Key Stage 2, pupils write a good range of poetry, play scripts, fiction and non fiction. Most spell confidently and handwriting skills are well developed. The overwhelming majority have a well-developed, flowing and legible handwriting style. Again, most pupils write to the expected standard for their age by the end of Key Stage 2. However, too few pupils develop writing skills which display the higher level grammatical skills, sentence structure and vocabulary which should be expected of pupils with above average prior attainment. There are a significant proportion of pupils who should be able to achieve this. This lack of challenge is reflected in pupils' books and in lessons, and is directly related to the teaching (see paragraph 73 below). For this reason pupils' achievement, taking into account prior attainment, is only satisfactory. Pupils with special educational needs and those with English as an additional language make good progress.
71. By the end of Key Stage 2, reading standards are above average. Pupils read a good range of often complex and demanding books. They understand what they read and develop good information retrieval skills. More able readers show considerable insight into what they are reading

and have good information retrieval skills. They discuss what they are reading with intelligence and can “read between the lines” and interpret text well.

72. English teaching is satisfactory in both key stages and is good in about 4 out of every 10 lessons. Basic skills are consistently taught well and this helps most pupils reach the expected standards in English. The youngest children are taught letter sounds systematically and effectively which gives them a good start to literacy. A good emphasis is placed on developing speaking and listening skills. Throughout the school, teachers have secure subject knowledge. They plan precisely, with clear objectives from the National Literacy Strategy. They usually inform pupils at the beginning of lessons about their learning objectives so that pupils know exactly what they will be learning. The management of pupils is almost always good and this is one of the reasons why pupils behave so well. Marking is often helpful and makes it clear to pupils what they should do to improve their work. There are opportunities for speaking and listening and reading across the curriculum. There are examples of writing being used effectively in other subjects but in general insufficient opportunities for writing are made particularly in both history and geography.
73. Throughout the school, teachers frequently plan to teach to nationally expected levels. Whilst this is effective for many, the prior attainment of a significantly large proportion of pupils is higher than this. Teachers’ expectations for these pupils are too low. This is the chief reason for too few pupils reaching higher levels and is a weakness in English teaching that is evident across the school. This is particularly apparent in the teaching of writing. Teachers are skilful at creating opportunities for writing. For example, a Key Stage 2 class are asked to re-write a very young children’s story in a style more appropriate for older readers. This presents a good opportunity for learning. However, writing skills are not directly taught at the time when it will be most beneficial, that is at the time or just before pupils write. In this example, in order to re write their children’s story, pupils receive good guidance about improving the content of the story, but it is not until after they have written, at the end of the lesson, that they discuss that the writing needs more description. There is no detailed teaching or discussion of how to write an effective descriptive passage, and there are missed opportunities to learn about, for example, the use of clauses, simile, metaphor or powerful verbs to improve description. The opportunity for direct teaching and learning and for it to directly impact on the quality of pupils’ writing is lost. It is this element of the direct teaching of specific writing skills, especially higher level skills and how to use grammatical knowledge as a tool, which is missing from much of the teaching of writing, across the school, and which prevents many pupils from writing to a higher standard.
74. Pupils’ behaviour is almost always good or very good. They pay attention in lessons, concentrate on their work and are often eager and well motivated. They are able to work well with each other, and support each other in paired and group work, and this has a positive impact on their learning.
75. English teaching and planning has been monitored well by the Headteacher. The literacy strategy is being implemented confidently and enthusiastically and the schools’ strategy for teaching literacy is effective. Targets for 2001 for English are insufficiently challenging, and targets for 2002 had not been set at the time of inspection. The role of the English co-ordinator is under developed and she is not given the opportunity to be fully proactive in leading and developing the subject, monitoring and supporting the work of colleagues. The school is aware that the library is not an effective or inviting workplace and is in need of new equipment and books. This is on the development plan for next term.

MATHEMATICS

76. Results in end of key stage tests in mathematics in 2000 were well above the national average at the end of Key Stage 1, and above the national average at the end of Key Stage 2. Compared to similar schools, results were also well above average at Key Stage 1 and average at Key Stage 2. Within this picture:
 - The proportion of pupils reaching the expected level 2 at Key Stage 1 was average compared to similar schools

- The percentage of pupils reaching higher levels (level 3 or more) at Key Stage 1 was above the average for similar schools.
 - The proportion of pupils reaching the expected level 4 at Key Stage 2 was average compared to similar schools
 - The percentage reaching higher levels (level 5 or more) was below the average for similar schools.
 - The performance of boys exceeded the national average performance by 1.0 points which equates to about one terms' advantage over the national picture and is the result of deliberate efforts to raise boys' achievement.
 - Over the five years 1996 to 2000, maths results have fluctuated and have been above the national average for three out of five years.
77. Pupils with special educational needs make good progress in both key stages. This is due to the well-structured support they receive during lessons from their teachers and classroom assistants.
78. Lesson observation during the inspection and a scrutiny of work undertaken during the current school year indicates that attainment for the majority is above average and overall achievement is good. Should the current trend continue, a majority of pupils are on course for attainment to be above average by the end of both key stages. There has been a good improvement in standards since the last inspection.
79. By the end of Key Stage 1, pupils have good verbal and mathematical skills, which are seen to good effect in their mental mathematics work. They are able to explain clearly how they have arrived at their answers. Pupils' mental calculations are quick and accurate. They add and subtract numbers to 10 and 20, and higher attaining pupils manipulate numbers up to 100 and beyond with ease and confidence. They use a number line, and break 'teen' numbers into separate tens and units to add to a given number on the line. Pupils have secure knowledge of number bonds, (recall of addition and subtraction facts) place value and positioning on the number line. This enables them to complete their calculations quickly and effectively. Pupils use a range of mental strategies well and are capable in reading and recording numbers to 100 and more. In Year 1, pupils have a secure understanding of using numbers in every day life and can, for example, tell the time in hours, and read and record the numbers to 12.
80. Teachers know pupils well and target work and questions at the appropriate level. Pupils in Year 6 have good mental mathematics skills and respond well to the brisk pace of lessons. Pupils are able to convert a decimal such as 0.4 into four tenths and two fifths. They learn to make connections, for example that $\frac{7}{8} = 0.875$. Pupils draw upon their own experiences when learning to measure perimeters and calculate the areas. They are able to explain that, "if you measure the long and the short side and double it you get the answer to the size of the perimeter." And, "to find the area of this shape you have to count the squares of width and length and multiply those numbers." In Years 3 and 4, pupils are able to add and subtract 2 and 3 digit numbers confidently. In Year 5 they learn to apply the concept of probability to statements about every day situations, for example, "dinner will be at 12.15 would be a 0.0 probability for those having packed lunch or a 0.1 probability if having a cooked meal". Open ended questions and activities enable higher attaining pupils to work out more complicated problems such as testing out the chance of a given number coming up a set number of times when rolling dice.
81. Teaching is good overall and is never less than satisfactory. Teachers follow and apply the national numeracy strategy well and the school's strategy for developing numeracy is effective. Mental mathematics activities at the start of lessons are carried out at a brisk pace and questioning is sharp and directed at groups and individuals. Pupils respond well to this. They enjoy the challenge and are keen to answer questions. The good relationships that teachers have with their pupils mean pupils are secure and confident. They explain how they have arrived at answers and any wrong conclusions are sensitively handled and corrected by their teachers. As a result, pupils are not afraid of trying again after they have got an answer wrong. Teachers' effective use of technical mathematical vocabulary is reflected in the appropriate use of this language by pupils. Teachers have high expectations and are enthusiastic about the subject. Activities are

challenging and pupils are encouraged to work at a high level. In turn, pupils respond with enthusiasm for learning, hard work and good behaviour during all lessons. Plenary sessions reinforce and extend pupils' learning by building on activities and encouraging them to explain and extend their thinking. In all classes, lessons are well planned and learning objectives are made explicit. Teachers have good subject knowledge and know their pupils well, setting work that is appropriate to the different levels of attainment in each class. Homework is used effectively to reinforce learning. There appropriate links made with other subjects. In particular information technology and science is used effectively to support mathematical learning. Mathematical work on ratio and proportion are reinforced and applied in art lessons.

82. The subject co-ordinator is knowledgeable and enthusiastic. She has attended relevant training on the National Numeracy Strategy and is currently attending an assessment course to enable her to sharpen the school's approach to assessment. The school has made a start on targeting the attainment of more able pupils. However, this has not yet fully impacted on pupils' attainment and will need careful monitoring. Statutory targets for 2002 had not been set at the time of inspection. Targets for 2001 are insufficiently challenging. The co-ordinator shares her knowledge with the rest of staff very effectively. Key objectives have been identified for all year groups and a commercial scheme is used to support the school's own scheme of work and the National Numeracy Framework Objectives. The co-ordinator monitors teaching and keeps a record of lesson observations and sets targets for individual teachers. The co-ordinator has a good understanding of standards throughout the school and is committed to improving pupils' performance.

SCIENCE

83. Test results in both Key Stage 1 and 2 have improved since the last inspection. End of Key Stage 1 teacher assessments in 2000 were very high compared to schools nationally and when compared to similar schools. Within this picture:
- The proportion of pupils who attained the expected level 2 or above was very high compared to similar schools.
 - The proportion of pupils who exceeded national expectations (level 3 or above) was well above the average for similar schools.
84. Results in the end of Key Stage 2 tests in 2000 were well above the national average, and average when compared to similar schools. A closer analysis reveals:
- The proportion of pupils reaching the nationally expected level (level 4 or above) was above the average for similar schools.
 - The proportion of pupils exceeding expected levels (level 5 and above) was close to the average for similar schools.
 - There was no significant difference in the performance of girls and boys.
 - Taking the past three years together end of Key Stage 2 results have been above the national average for all schools by an amount that represents about a term's advantage.
85. Standards of work seen during inspection were above average by the end of Key Stage 1, and average at the end of Key Stage 2. Pupils' knowledge and understanding are stronger than their investigative and enquiry skills, and this is why test results are higher than the work seen during inspection. In view of test results in particular, the achievement of pupils is good.
86. In Key Stage 1, pupils study different materials and use their various senses to explore properties. They are able to identify a range of common materials and successfully relate properties to use; for example, when comparing different toys, pupils are able to explain why rubber is particularly suitable for bouncing toys. As part of practical activities, pupils are able to record their observations using a simple table, are familiar with the idea of fair testing and can apply it in practical situations. Younger pupils are keen and interested in science as the work they are given interests them, they know what to do and can work independently. Their behaviour is successfully managed and they behave very well and work hard in groups.

87. In Key Stage 2, pupils are able to use appropriate names for major organs of the body and systems and describe their functions. They successfully recognise feeding relationships between plants and animals in a habitat and can describe those relationships using food chains and terms such as predator and prey. They have a well-developed understanding of rainforests and endangered species. Pupils have a satisfactory knowledge of the properties of materials and can use this to explain why some are good conductors of heat. They readily recognise that scientific ideas are based on evidence. For example, when studying the circulatory system they are able to interpret evidence to show that the heart acts as a pump. Where activities are engaging and interesting, pupils work at a good pace and show obvious enjoyment in their work. They are mature, sensible and have good attitudes towards group work, and this has a positive impact on learning. Pupils with special educational needs and English as an Additional language make good progress in science.
88. Although pupils gain good knowledge of materials, forces and life processes as they progress through Key Stage 2, their understanding of 'why' and 'how' is not sufficiently challenged through independent investigation. The methods they use to carry out and record investigations do not allow pupils opportunities to apply their knowledge and demonstrate initiative. There are too few opportunities to formulate hypotheses, plan and record using their own methods.
89. The quality of teaching is satisfactory. Teachers' subject knowledge has improved and developed since the last inspection and very effective questioning is successful in getting pupils thinking. Energetic and enthusiastic delivery of the subject material involves the pupils in the work and stimulates their interest. An emphasis on the development of subject vocabulary allows the pupils to use complex terminology accurately, for example when discussing parts of an insect. Pupils are well managed with clear expectations of behaviour. Teachers and pupils have a very good working relationship and this leads directly to the pupils' very good behaviour, enthusiasm and interest.
90. The programmes of study for science are adequately covered through the years but planning for the organisation of the curriculum does not systematically ensure that lessons build on previous work and learning, does especially in Key Stage 2. This means that there is sometimes repetition of material in different year groups. In addition, the current scheme of work has not been revised in order to meet the new Curriculum 2000 and it therefore contains some additional and unnecessary material which can result in too little time for other important parts of the curriculum. There is some evidence of the use of scientific enquiry in science, but the development of enquiry skills in the context of whole investigations is limited. The use of ICT in science is well planned and forms a regular part of lessons. For example, pupils use data logging equipment to study temperature rise over time, and many pupils are able to interpret the resulting graphs correctly. There are appropriate opportunities for pupils to discuss, write and use mathematical calculation in science and this contributes to pupils' development in literacy and mathematics.
91. There has been good improvement in science since the last inspection. Teachers' expertise has improved and expectations of pupils' are now higher. Resources are satisfactory and able to support the delivery of the curriculum. Assessment practices have improved in science although they are still not fully effective in informing future planning. There is now a portfolio of work showing agreed levels that is used to moderate the standard of pupils work. Systems are not yet in place to enable the co-ordinator to monitor the quality of teaching and learning across the school.

ART AND DESIGN

92. Only one lesson was seen in Key Stage 1 and two in Key Stage 2 during the inspection. Judgements are based on the scrutiny of pupils' work, including a detailed record of work recorded on the school's own website, discussions with staff and pupils and evidence from lesson observations. In both Key Stages, attainment is above average and achievement is good. This is an improvement since the last inspection.

93. By the end of Key Stage 1, pupils' drawings show that they are developing good observational skills and an understanding of line and scale. Pupils include good detail in their finished work. In Year 1, pupils understand the importance of design. They make their own designs of faces on paper before transferring this to making face collages using a variety of objects and materials. They are very focused and productive during lessons. They evaluate what they are doing and refer to their design drawings during making their face collages. In Year 2, pupils are able to explain in great detail how they made their cuboid head models. They name the shapes of the materials used and explain clearly the process of mixing paint. They develop and improve their ability to represent what they see, using a range of different techniques. They choose appropriate tools and resources to explore and create practically what they have in their imaginations.
94. By the end of Key Stage 2, pupils have above average visual perception. This shows in the way that they very capably express ideas, feelings and mood in their drawings and paintings of, for example, the drawings of characters to go with their play of 'The Jurassic Classroom'. The professor really does look, 'absent-minded and clumsy and other characters appear irritable, angry and cross. Pupils work with enthusiasm on observational drawings from animal models. They are very skilful at representing what they see using pastels, coloured pencil and their fingers. They take great care to achieve desired effects and produce beautifully life-coloured toucan, parrot and tiger that are extremely pleasing to the eye. Work is of a high standard and pupils show good understanding of different techniques such as depicting shades and tones and the tactile blending of two different media. Pupils concentrate very well and work at a good pace. They experiment with recording body shape, size and position based on pictures and sculptures from different sources. They ably record movement in body language and facial expression. In discussion, pupils communicate clear ideas about what they want their finished sketches to look like and what they need to do to improve upon their work. They have a good understanding about ratio and proportion and are able to link this to work they have done in mathematics.
95. Pupils have positive attitudes, their work and behaviour during lessons is good. They handle tools and equipment carefully and share resources happily with others. Pupils maintain their concentration well. They listen carefully to instructions and have a clear understanding of what they have to do. Pupils of all abilities are encouraged to achieve their full potential in the subject and they live up to their teachers' high expectations.
96. Teaching is good. Lessons are well prepared and learning objectives are made clear to pupils, which helps to focus their work. Resources and activities are well organised and therefore pupils have the equipment readily to hand and can start work quickly and efficiently. Teachers' demonstrations of different techniques and skilled questioning enhance pupils' learning. There is an appropriate emphasis on the learning of different skills. There are high expectations of pupils' behaviour and teachers have good control, which means that pupils can work undisturbed and maintain high levels of concentration. This produces a good working environment in the classroom that encourages pupils to try their best. Teachers and classroom assistants work well with their pupils, providing support and advice.
97. Curriculum planning is not yet fully consistent across the school but in order to address this, the subject co-ordinator has recently introduced the national scheme of work published by the Qualifications and Curriculum Authority. Teachers are now planning units of work from the scheme and linking these with other curriculum areas. The co-ordinator has photographed pupils' work and put it on the school website. More formal monitoring and evaluating of the subject has not yet taken place, but this is planned for the spring term to enable the co-ordinator to gain a clear picture about standards and the training needs of staff. As yet there is no formal system of assessment, for example, at the end of each teaching block of art and design.

DESIGN AND TECHNOLOGY

98. During the inspection, one lesson at Key Stage 1 and two lessons at Key Stage 2 were seen. Judgements are based on the scrutiny of pupils' work, discussions with staff and pupils and evidence from lesson observation. At the last inspection standards of attainment ranged from

average to below average. There has been good improvement since then, and standards of work at both key stages are now above average. Subject leadership by the Headteacher has been good. Teachers' planning and the scrutiny of work show that all elements of the National Curriculum Programmes of Study are covered.

99. In Key Stage 1, pupils draw on their experiences of using materials, techniques and products to help generate design ideas. In Year 2, they use a commercially produced construction kit to design and make a car and design a garage for teddy's car. They are able to explain in detail how and why they are building in a certain way. They have measured teddy sitting on his car and then measure the height the roof needs to be to accommodate both teddy and the car. They explain that the garage will have three strong walls and a pull down door. They are very focused during their building activity and behave in a very mature way, discussing, collaborating and listening to ideas of others.
100. By the end of Key Stage 2, pupils understand that design is an essential part of the subject. They prepare their own designs from a brief given by their teacher and include relevant measurements and notes to enable them to produce a working model. They understand that models have to be strong to be functional and modify their designs to improve the finished product as a result of their experience during the building phase. Pupils design and make protective headgear and evaluate the product they have made. They research the needs of the intended user of their product and choose materials for their designs with that in mind. They understand that both function and appearance are of importance.
101. Pupils' attitudes and behaviour in lessons is good. They are well motivated and respond well to the teachers' questions and guidance. They offer their own ideas and make suggestions on how to improve on their design. They evaluate their completed designs with confidence, explaining how they made their bobble hats and how long it took to make the bobble and that would be something they might change if they were to make it again, because it was too time-consuming.
102. Teaching is good, and this is an improvement since the last inspection. Teachers have a thorough knowledge of subject content. They plan work effectively and ensure that lessons are well prepared and organised. Teachers give clear explanations that pupils can understand. They maintain a good pace ensuring that all pupils can engage in the activities on offer. Teachers have high expectations of work and behaviour and this results in good standards of both.

GEOGRAPHY

103. By the end of Key Stages 1 and 2, attainment is average, and the majority of pupils attain standards expected for their age. Pupils' achievement, in relation to the prior attainment, is below what might be expected. The previous inspection reported above average standards, which have not been maintained.
104. In Key Stage 1, pupils undertake exploration of their immediate environment and construct mental maps to outline features of the school building and site. Some good work is being undertaken with Barnaby Bear, whose visits around the world are recorded in three classrooms. This helps to bridge the gap between the known and unknown for young pupils. The fictional stories of the adventures of a young girl called Katie Morag on the Scottish island of Struay is also used to develop pupils' understanding of contrasting environments.
105. In Key Stage 2, pupils' achievement is limited by the depth of study undertaken; there is not enough work done across the key stage to secure good progress in geographical studies. Pupils acquire a satisfactory knowledge and understanding of a range of places; they have email contact with Australia, South America and the use of this form of communication assists pupils in expanding their understanding of distant environments. However, there is very little written work throughout the school relating to geography, which is a missed opportunity for developing both geographical learning and writing. Too little attention has been paid to geography and the subject

is currently insufficiently challenging.

106. The limited teaching observed during the inspection was satisfactory overall. However it did not adequately challenge pupils to deepen their knowledge and understanding. Key areas of the subject are relatively undeveloped. In particular, extended writing and conceptual awareness are not present and often responses are somewhat superficial. There are insufficient resources for geography and there has not yet been a thorough resource audit, although this is planned for next term when the subject co-ordinator intends to bring the subject to a higher profile.

HISTORY

107. From pupils' written work, discussion with Year 5 and 6 pupils and lesson observation, standards of attainment are average at the end of both key stages. However, taking pupils' prior attainment into account, achievement is below what might be expected. Standards at the time of the last inspection were at least average or above throughout the school. This has not been maintained.
108. Across the school, pupils gain a sound understanding of how things change over a period of time. In Key Stage 1, pupils engage in worthwhile historical activities. They investigate how people lived in the past through using old photographs. They are able to suggest excellent reasons why a scene is from the past; "cars today do not have tyres on the roof". In Key Stage 2, pupils are able to recount some of the key features of Tudor Life. They know how many wives Henry VIIIth had and the reasons for their demise or change in circumstances.
109. The required National Curriculum topics are all covered although this is somewhat superficial. In particular, pupils' work shows that topics are not always pursued in sufficient depth and the volume of work is poor, particularly for years 5 and 6.
110. In lessons, teaching is satisfactory. Teachers use explanations well and display secure subject knowledge. For example, a Key Stage 2 class is suitably enthused by stories of the horrors Victorian childhood in factories and mines. Two pupils spend a profitable time interacting with a computer programme in order to solve a Victorian mystery. They learn a great deal from the various activities and answering the questions necessary to find some missing children. Although there is an enthusiasm for history on the part on many teachers, expectations of what pupils should be undertaking as young history detectives is not always at a high enough level. Assessment and marking is not always used effectively to help pupils to understand what they should do to improve their historical understanding.
111. The subject co-ordinator has a well-developed sense of history but needs to advance the subject through securing a policy that reflects the demands of the latest National Curriculum and uses a more effective medium term planning system consistently across the school. She is not yet involved in monitoring standards of teaching and learning across the school. Resources are satisfactory but need to be more closely linked to a new scheme of work.

INFORMATION TECHNOLOGY

112. Information and communications technology (ICT) makes an effective contribution to learning in many subjects. In lessons and in pupils' work, attainment is above average by the end of both key stages. Pupils' achievement is good. This is an improvement since the last inspection.
113. The youngest pupils use the computer successfully in literacy to link letters with their sounds and to write their names using a word processing programme. In Key Stage 1, pupils enjoy a numeracy programme that tests their knowledge of tables. In Key Stage 2, they use a programme that allows pupils to rotate patterns and shapes and this makes a good contribution to their

learning of mathematics. In science lesson, studying life cycles, pupils use the Internet for research and access both graphical and textual information on frogs. They then select information from different sites and combine these into their own work. ICT is often integrated well into lessons. Pupils quickly access information and show good knowledge of computer functions and skill in using the mouse. They are able to use both icons and menus confidently.

114. Information from work in other subjects, records and reports show that the school is teaching a broad ICT curriculum in line with the National Curriculum. Good emphasis is given to teaching and using ICT in relevant contexts, so that it becomes a means of learning across the curriculum. For example, in design technology, pupils combine their own designs of text and graphics in order to produce party invitations. In religious education, an art package is used very effectively to support the work of a pupil with special needs and this contributes to the quality of the resulting finished work.
115. The co-ordinator has encouraged colleagues to incorporate the use of ICT in teaching and learning in their subjects, and this approach is developing well. An audit of teachers needs and expertise has been carried out in preparation for the New Opportunities Fund training in ICT, which will take place next year.
116. Teaching is consistently good, or better. This represents a significant improvement on the findings of the last inspection, when the quality of teaching was variable and staff did not sufficiently prioritise the development of information technology skills. Teachers are now confident with the equipment and ensure that pupils use it successfully and that they are able to work independently to achieve the intended results. Pupils' use of the computers is tracked in order to ensure that all pupils get a turn. Assessment of pupils' attainment in ICT has improved, although it still needs further development in order to ensure closer matching with the requirements of the National Curriculum for ICT. Because the work planned within this subject is integrated into the curriculum, and pupils can understand its relationship to the work that they are doing, they behave and work together well. They are able to sustain their concentration for long periods of time.
117. Although good progress is being made in the use of ICT, there is still room for further development. There is still a shortage of computers, though this has recently improved in Key Stage 2. This includes a computer kept in the library where its use can be integrated with other information sources. The use and availability of software has improved. Teacher confidence has grown, and good progress is being made in integrating the teaching and learning of ICT throughout the curriculum.

MUSIC

118. The very good standards of music teaching and above average attainment noted in the last inspection have been maintained. By the end of Key Stages 1 and 2, pupils' attainment in music is above average, and achievement is good. Music remains a strength of the school.
119. In Key Stage 1, pupils' singing is of a good standard. The majority of pupils sing in tune and with a gentle tone. They pay some attention to expression and changes in dynamic. They are fully involved in their singing and in assembly they are able to sing a two part round with confidence and sensitivity. In lessons most can clap simple rhythms following conventional rhythmic notation on the board. They play the same rhythms using three notes on the recorder. They learn not to over-blow, and play with care and attention to breathing, hand position and posture. They explore rhythms with a variety of movements, hand signs and changes in dynamic and pitch. They build up collages of experimental sounds using their voices and instruments.
120. Many pupils in Key Stage 2 are learning to play instruments such as guitar, violin, flute, recorder

or clarinet as well as the recorder. Some pupils play extremely well. There are very good opportunities for group and individual performance in front of the whole school, for example in assembly. At these times there are very special musical moments which make a considerable contribution to spiritual development. In an assembly, a pupil plays with great sensitivity a simple Bach piano piece in two parts, to accompany a moment's contemplation and prayer. The quality of this time for reflection is greatly enhanced as everyone in the hall experience a minute of true calm and stillness.

121. Pupils bring their musical instruments to all music lessons. In a year 5/6 class they play an arrangement of "Drunken Sailor". Everyone in the class partakes. The most skilled sight read from conventional notation on their own instruments. Others do the same using recorders or glockenspiels. They discuss how to improve their work. Less advanced pupils play simpler parts. Their music making is related to our cultural heritage, as they learn about the origins of sea shanties. In this way, almost all pupils' work is at least at the nationally expected level and many exceed this. Work in books shows that they are involved in composing and they record their compositions in both conventional and non-conventional notation. All aspects of the music curriculum are covered.
122. Teaching, from a skilled and knowledgeable music specialist, is consistently very good, and can be excellent. Planning is always pitched at a high level so that everyone in the class is introduced to advanced skills. Expectations are high and the pupils rise to the challenge. Lessons are well organised and varied. The pace is extremely brisk and pupils are fully involved, from start to finish, in high quality music making which systematically develops their skills, knowledge and understanding. There are just a few occasions when more opportunities to rehearse and improve quality could be taken, and pupils would benefit from being reminding of the names of music and composers when, for example, listening to Pachelbel's Canon.
123. The curriculum is well planned and implemented. The subject is effectively and energetically led and well resourced to support teaching and learning.

PHYSICAL EDUCATION

124. Attainment is above average by the end of Key Stage 1 and well above average by the end of Key Stage 2. Standards of achievement are good. This is an improvement in standards since the last inspection.
125. At Key Stage 1, pupils in Year 1 copy the teacher's movement in the warm-up activity and begin to develop sound balance and good physical co-ordination. They are already confident about developing their own sequences for travelling across apparatus and the floor. They successfully travel on hands and feet or their bottoms or back, adopting pushing and pulling movements; they turn and jump off apparatus landing correctly on the mat. The quality of movement in dance demonstrates a well-developed ability to translate feeling into movement. Pupils show very good hand-and-eye co-ordination during a games lesson as they travel across the whole hall with a ball at different speeds.
126. By the end of Key Stage 2, pupils know the importance of warming up before taking part in vigorous physical activity. They have good poise and body control when developing sequences of movements. They work out and improve their own sequences of movements including jumps, balances and rolls. Some pupils perfect more difficult balances such as headstands and combine these with forward rolls. Pupils' swimming records indicate that all pupils are able to swim 25 metres by the time they leave the school.
127. Pupils enjoy physical education. They are responsive to teachers' instructions and try hard to improve their performance. Their behaviour is very good and they allow one another to work undisturbed. They work effectively in pairs. Pupils are appreciative of the work of others and watch carefully when other pupils demonstrate their movements.

128. Teaching is very good. Teachers have well-developed subject knowledge and join in many of the activities to demonstrate. They use pupils effectively to demonstrate activities to each other and spread good practice, thereby encouraging others to be more ambitious in their work. Lessons are well structured to include a warm up, followed by activity and a cool down time. They have high expectations and there is sufficient challenge in lessons, particularly in the transition from warm-up to more rigorous activities. They use resources well, such as tapes for dance, as useful tools upon which to structure their own teaching.
129. Teachers use a commercial scheme of work that ensures all elements of the National Curriculum for physical education are taught. The scheme includes lessons in dance, gymnastics and games. The subject co-ordinator's role, whilst effective in encouraging good teaching and learning, is still underdeveloped. She has not yet had the opportunity to monitor and evaluate the physical education curriculum. Ongoing assessment and record keeping as part of evaluating pupils achievements and planning for new challenges does not take place at present.