

INSPECTION REPORT

ST MICHAEL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Pelsall

LEA area: Walsall

Unique reference number: 104227

Headteacher: Elizabeth Attfield

Reporting inspector: Joyce Taylor
4275

Dates of inspection: 4 –7 December 2000

Inspection number: 224594

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:	Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Michael Last
Date of previous inspection:	3 – 6 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's Primary School is bigger than average with 318 pupils plus a 50 place part-time Nursery class. Pelsall is a large village close to Walsall and there are three schools altogether. The children come from several wards across the village and generally the attainment of the children on entry to the school is above average. The building is cramped with five classes in mobile classrooms. Under 3% of the children are eligible for free school meals which is less than at the time of the last inspection, and no pupils have English as an additional language. There are 15.6% of pupils with special educational needs and 2 children have a special needs statement. This is below average. The children enter the Nursery when they are three and most of them transfer to the Reception class when they are four.

HOW GOOD THE SCHOOL IS

This is a good school with some very strong features. At the end of Key Stage 2 the standards were well above average in the 2000 tests and the current standards are above average in English and science and well above average in mathematics. The standards in the Foundation Stage are good with the more able children attaining higher than average standards. In Key Stage 1 the standards are satisfactory for most of the children but too few of the more able children are provided with challenging enough work. The teaching across the school is good overall with very good and sometimes excellent teaching in Years 5 and 6 and one excellent lesson in Year 3. The leadership and management of the school are satisfactory, the head has a clear view of what needs to be done and has successfully implemented changes to improve the standards at the end of Key Stage 2. She is supported very well by the deputy. The school gives good value for money.

What the school does well

- The teaching is good with almost 30% being very good or excellent.
- The standards are good in the early years and at the end of Key Stage 2.
- The children learn well and at a good pace in the early years and very well by the end of Key Stage 2.
- The children's attitudes to school, their behaviour, personal development and attendance are very good. Procedures for child protection and care of the children are very good and the school has excellent procedures for dealing with bullying.
- The provision for the children's spiritual, moral and social development is very good.
- The parents' view of the school is very positive and they support the school and contribute to their children's learning very well.

What could be improved

- The standards in geography are unsatisfactory in Key Stage 1.
- The more able children are not stretched enough in Key Stage 1 and Years 3 and 4. Their standards are too low. This has not been checked properly by the senior staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in early 1997. Since then the school has made good improvements. The weaknesses identified in the last inspection have all been given good attention. The quality of the teaching is much better. The children's standards in information technology were unsatisfactory and are now sound. The progress in mathematics was unsatisfactory in Key Stage 2 and now the children achieve at a very good rate in Years 5 and 6 and at a satisfactory rate in Years 3 and 4. The curriculum needed supporting with schemes of work and this has been done. The curriculum co-ordinators for literacy and numeracy check and evaluate the children's work across the school. The co-ordinators for other subjects

check the teachers' planning and provide advice. There are very good systems for assessing the children's work in literacy and numeracy but there are no systems for several of the other subjects. The headteacher and senior staff have observed the teaching and provided advice for improvement but this needs further development. The provision for the children's cultural development is now good. Additionally the standards are higher in most subjects in Key Stage 2. The school's capacity for further improvement is good.

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

<i>Key</i>	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

In the national tests in 2000 the children in Key Stage 2 achieved high scores in all three subjects and exceeded the targets that had been set. In each subject the number who reached above average levels was very high. When these children took their national tests in 1996 they achieved above average scores in reading and mathematics and average scores in writing. These standards were improved during Key Stage 2. Over the past four years the standards have risen steadily. During the inspection the standards of the children in Year 6 were found to be above average in English and science and well above average in mathematics. These match their standards as Year 2 children. The children are again likely to exceed the overall school targets set for them when they take their national tests in the Summer term. In Years 3 and 4 the standards are average overall and the children are not achieving at such a good level as in Years 5 and 6.

In the tests for Key Stage 1 in 2000, when compared with the national picture, the children achieved average scores for reading and writing and below average scores for mathematics. Their teachers' assessed them as above average in science. When compared with similar schools the children achieved below average scores for reading and well below average scores for writing and mathematics. These standards are not high enough. These children achieved above average standards when assessed on arrival into the Reception class and their rate of achievement since then is unsatisfactory. During the inspection the children in Year 2 showed average standards in writing, mathematics and science. Too few children reach the above average levels in all these subjects. The standards are above average in reading. In the Nursery and Reception classes the children learn at a good rate and maintain their above average standards with the more able children reaching higher than average standards.

The children at the end of Key Stage 2 achieve above average standards in religious education, physical education, art and design, design and technology and music. Their standards in information communication technology, history and geography are satisfactory overall. In Key Stage 1 the children's standards are above average in religious education and in art and design. They are average in information communication technology, physical education, history and design and technology. The standards in geography are below average. The slower progress in Key Stage 1 and in Years 3 and 4 leaves much to be done in Years 5 and 6. It is likely that even higher standards would be achieved by the oldest children if their good rate of progress was steady across the school.

The school has identified the need to improve the standards for the more able children in Key Stage 1 and there is a sense of commitment by the teachers to reach this target.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children like school. They work with enthusiasm and are interested in their lessons. They contribute well and are keen to help around the school.
Behaviour, in and out of classrooms	Very good. The children behave very well in this difficult building. They are very good at lunchtimes and playtimes and behave very well in lessons.
Personal development and relationships	Very good. The children respond very well to lessons about personal development. They show respect for each other's feelings and care for each other.
Attendance	Very good. Attendance has been above average since the last inspection.

TEACHING AND LEARNING

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

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

The quality of teaching has improved significantly since the last inspection. The school has worked extremely successfully to ensure that the teaching is particularly good for the youngest and the oldest children in the school. The quality of teaching is now good overall. 29% is very good or excellent, 43% is good, 26% is satisfactory and only 2% is less than satisfactory. There are examples of very good teaching in all key stages and the teaching is particularly good in Years 5 and 6. In some cases the teachers showed that they could teach some subjects better than others and these strengths are linked to their own strong subject knowledge and high expectations. In English 71% of the teaching is good or better and 73% is good or better in mathematics. In these subjects, for the most part, the teachers show a very clear understanding of how to move the children on. They plan work that is challenging for the children and skilfully help them achieve at least satisfactory standards. The teaching is lively and the work interests the children. As a result they are making good progress and enjoy their lessons. Where the teaching in these subjects is more ordinary, the lessons are not sufficiently challenging for the more able children. When this happens most of the children make satisfactory progress but some could learn at a faster pace. The support teachers and assistants give the children with special educational needs good support in lessons and small groups. Their work is planned to support their specific difficulties and, as a result, they too are making good progress. The class teachers do not always have a clear view of the targets for improvement identified for these children and their progress is slower in class lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall but good for the youngest children. History and geography are not taught often enough to build properly on earlier learning. The range of after school clubs and provision for equal opportunities is satisfactory. There are good arrangements for literacy and numeracy.
Provision for pupils with special educational needs	Satisfactory overall. The specialist support for the children is good. In other lessons the support is sound.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Very good spiritual, moral and social development supported through personal development lessons and a strong emphasis on right and wrong. Cultural development is good but there are not enough opportunities planned for the children to become familiar with people of other cultures.
How well the school cares for its pupils	Good overall. The school takes very good care of the children and monitors their personal development very well. The way the children's standards are checked and improved is satisfactory.

Statutory requirements for the curriculum are generally met appropriately but the provision for history and geography is barely satisfactory. In Key Stage 1 this has resulted in unsatisfactory standards in geography. The lessons are condensed into blocks and taught for only one or two weeks each year. This means that the younger children cannot recall earlier learning and older children are struggling to build on their understanding of these two subjects. The curriculum in the Foundation Stage is good and supports the children well, particularly in communication, language and literacy and mathematical development. The school cares for the children very well and the procedures for checking and preventing bullying are excellent. Assessment procedures are very good for the Foundation Stage and good for literacy and numeracy in the rest of the school. The children's attainment and rate of learning are not assessed properly in most of the other subjects.

The school works well with the parents. A newsletter is sent out each week. The school reports are good and give information about how the children are doing compared with the national picture. There are good homework notebooks and these provide the parents with an opportunity to see and respond to the teachers' comments. The parents' views of the school are very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher provides a clear educational direction and staff share a strong commitment to improve. As a result, the quality of teaching has improved since the last inspection. Senior staff and other teachers provide good support in their own subjects but do not always have enough influence across the school.
How well the governors fulfil their responsibilities	Sound. The governors are very committed to the school and recognise the strengths and weaknesses. They help direct the school through questioning and raising ideas in their committees.

The school's evaluation of its performance	Satisfactory. The quality of curriculum planning is checked through regular monitoring by senior staff but planning challenging work for the more able children has not been evaluated properly. The teaching is not evaluated often enough to ensure steady improvement across the school. The children's work is checked regularly and most concerns lead to improvement.
The strategic use of resources	Sound. Money is tight but it is used carefully and has led to improved standards, for example, in literacy. The budget is managed and checked well. The principles of best value are applied properly, seeking and comparing competitive costings.

The staffing meets the needs of the school well. The accommodation is barely satisfactory, some of the rooms are small and there are narrow stairs and long corridors. Parts of the school are damp. There are well-developed plans to build an extension and this is timely as five classes are housed in small mobile classrooms that have no toilets or water. The resources for learning are generally satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The children are expected to work hard. • The children are making good progress. • The staff are very approachable and helpful. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework given.

The inspection team agrees with these positive views and also judges that there is an appropriate range of clubs that include choir, music, art, dance, sports and homework. There is a good homework system in place that clearly supports the children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children who are in the Foundation Stage attain standards that are higher than is typical in all the areas of learning. The children enter the Reception classes from the Nursery with above average standards. In Reception they learn at a good pace in most of the areas of learning identified in the curriculum for children under five apart from the painting and drawing aspect of creative development where their progress is slower. There is good provision for the higher attaining children and their standards are well above average in both the Nursery and Reception classes.
2. At the end of Key Stage 1 the 2000 test results for the children aged seven give a picture of average standards for reading and writing with results in line with the national average. The standards for mathematics were below average. When compared to similar schools the results show that in reading the children reached below average standards and their standards in writing and mathematics were well below average. This is because not enough of the children reached the higher Level 3. Over the past four years the children's results have fluctuated from above to below average scores. In 1999 there was an average number of children reaching the higher levels in reading and mathematics. The children's standards in writing have been lower than they should be and have caused the school concern. In science the teachers' assessments show that the children's standards are above average. At the end of Key Stage 2 the 2000 test results for English, mathematics and science were well above the national average. A higher than average proportion of the children reached the higher Level 5. When compared with similar schools the results for all three subjects remain well above average. The school has exceeded its targets for the children to reach in the tests in 2000.
3. The inspectors' observations of the work of the Key Stage 1 children show that their standards in reading, writing, science and mathematics are average. In Years 3 and 4 the standards are also average in these subjects apart from reading which is above average. In Years 5 and 6 the children's standards in English and science are above average and in mathematics the standards are well above average. During the inspection the standards achieved by boys and girls were judged to be similar. The children learn at a good pace in the Foundation Stage but this falters in Key Stage 1. The current Year 2 children have made unsatisfactory progress. Their standards have fallen from above average to average since they were assessed in the Reception class. At the time of the last inspection the standards in Key Stage 1 were above average. The children in Years 3 and 4 reach average standards apart from reading, which is above average, and their pace of learning is steady but they do not make up the lost ground. In Years 5 and 6 the standards jump to above or well above average in all three subjects, the pace of learning increases and the children make good progress. They achieve standards that are appropriate for their ability. It seems likely that if the pace of learning were maintained across the school, the standards at the end of Key Stage 2 would be even higher. At the time of the last inspection the standards in Key Stage 2 were average and there has been an improvement since then. There are no differences in the achievement of boys and girls, which is also an improvement since the last inspection.
4. The basic skills of reading and writing are taught regularly and effectively during literacy lessons. The staff in the Foundation Stage are very good at teaching the early skills and, as a result, most of the children are working at a good level. In Key Stage 1 and Years 3 and 4 the basic skills are taught soundly and the pupils' standards in reading and writing mean that in all subjects their performance is supported by a secure understanding of written tasks and the ability to record their own information fairly effectively. The very good teaching and learning of the basic skills in Years 5 and 6 means that the children use their literacy skills very effectively across the

curriculum and write with style and confidence. The basic calculating skills of numeracy are being taught systematically and very well in Years 5 and 6 and the vast majority of the children are able to recall number facts like their tables and calculate in their heads.

5. By the end of each key stage the children's attainment in information technology is average; they have an appropriate range of skills and a secure understanding. This is an improvement since the last inspection when standards were below average in both key stages. The direct teaching of computer skills is raising the children's standards despite the very cramped conditions in the computer room. The children use information technology to support some of the other subjects and good examples of work were seen linked to English and art. In design technology the standards are average in Key Stage 1 and above average in Key Stage 2. In religious education, art and music the standards are above average in both key stages. In physical education the standards are average in Key Stage 1 and above average in Key Stage 2. In history the standards are average across the school and in geography they are average in Key Stage 2 but are below average in Key Stage 1. Since the last inspection standards have improved in art, music, design and technology and physical education, particularly in Key Stage 2. Very little geography and history was seen at the time of the last inspection and none was seen during this inspection due to the infrequent scheduling of these subjects. This lack of opportunity for the children to build on their skills, knowledge and understanding in these subjects was apparent in discussions held between members of the inspection team and several groups of children when they could not recall many topics of earlier work.
6. The pupils with special educational needs make good progress as a result of very well managed and carefully planned provision which gives the extra help the children need. Their needs are precisely identified and the support staff use the children's individual education plans to ensure they provide work at the correct level. In lessons where there is no special support the children make slower progress. The teachers rarely refer to the individual plans. Where the children work in sets away from their own teachers the plans do not accompany them to inform the different teacher of their needs. The teachers in Key Stage 1 and Years 3 and 4 do not set different and more challenging tasks for the potentially higher attaining children so their standards are not as high as they should be. These children reach very high standards in Years 5 and 6. Overall the pupils receive strong support and during the inspection there was a positive atmosphere created for learning in almost all lessons.

Pupils' attitudes, values and personal development

7. The pupils enjoy coming to school, they are happy and attendance levels are consistently above the national average. The parents praise the positive attitudes to work and the values promoted by the school. The children display interest in their work, have good levels of concentration, obey instructions and apply themselves to their tasks. They settle quickly at the beginning of lessons. The "Good Learner" scheme actively promotes good attitudes to work and high standards of behaviour. All of the pupils are extremely keen to gain stickers for good work and behaviour and to receive certificates and mentions in assembly.
8. The standard of behaviour both in and around the school is very high. The pupils move around the site very sensibly and with consideration, especially in congested areas like the staircases. The positive attitudes and high standards of behaviour in class have improved since the last inspection and clearly have a positive effect on the children's learning and attainment. The pupils work and play happily together and no inappropriate behaviour was observed during the inspection. The children are polite, courteous and trustworthy. They demonstrate respect for materials, equipment and the fabric of the building. They clearly know right from wrong and the impact of their actions on others. Personal development lessons, circle time, form time and assemblies serve to re-enforce the children's awareness of the values of others. A good example of respecting the values of others was observed in a Year 6 lesson on equal opportunities discussing gender preferences.

9. There are very good relationships developed throughout the school between staff and pupils and pupils themselves. Respect is evident; the pupils listen to each other and willingly share materials and take turns sensibly. In a whole school assembly the children demonstrated enthusiasm for each other's achievements.
10. The pupils are keen to take responsibility for their own learning. Older children set good examples and look after younger pupils. They are now given several opportunities and diligently perform a range of responsibilities such as being monitors, helping in the shop and preparing for assemblies and the older pupils choose and organise the charity work for three charities each year. The pupils take pride in their appearance and their work. The Year 6 pupils act as mentors to the children in Key Stage 1 enthusiastically helping them with reading, writing and testing spellings. This aids the personal development for the Year 6 children and supports the learning of the younger pupils.

HOW WELL ARE PUPILS TAUGHT?

11. At the time of the last inspection the teaching was satisfactory with some weaknesses in Key Stage 2. Then the overall quality of teaching was better for the under fives and in Key Stage 1 than it was at Key Stage 2. The teaching is now much better and after a good start in the Nursery and Reception classes satisfactory progress is made throughout Key Stage 1 and very good progress is made at Key Stage 2. There is good teaching throughout the school. The strongest teaching is at the upper end of Key Stage 2 and in the Foundation Stage. Nine per cent of the lessons observed were excellent, twenty per cent were very good, forty three per cent were good, twenty six per cent were satisfactory and only two per cent were unsatisfactory. The weaker teaching occurred at the upper part of Key Stage 1 and the lower part of Key Stage 2. Where the teaching was weaker the pupils were not sufficiently involved in their own learning. Pupils with special educational needs are taught as well as the others.
12. Improving the variability of teaching was a key issue for improvement after the last inspection. Since then all the teachers are using the same systems to plan their pupils' work and schemes of work help to provide a secure framework for every subject. The pupils' work, for the most part, is planned at the right levels and in the right order so that their lessons build upon earlier learning. The medium term planning has improved across the school. The work for the higher attaining pupils challenges their thinking for the youngest and the older pupils, although some of the potentially higher attaining pupils lack challenge in literacy and numeracy in Key Stage 1 and Years 3 and 4. The overall quality of planning is good for the under fives and Key Stage 1 and very good overall at Key Stage 2 and it provides a secure basis for all of the teaching. Some monitoring of the teaching has been carried out by the headteacher and deputy head and this has supported the teaching of literacy and numeracy. However, most co-ordinators have no planned opportunities to monitor teaching in their curricular areas.
13. The best teaching is in literacy and numeracy across the school and the teaching of the Nursery and Reception children. Religious education, science and music are also well taught. Reading, writing and number skills are built on and developed successfully in every class. The pupils are taught in groups of different ability for literacy and numeracy at Key Stage 2 and this means that the teaching has a sharp focus, which helps the pupils' learning to be effective and move forward quickly. Lessons start briskly with questions and answers enabling the teachers to find out how much the pupils have remembered from the previous lesson and full use is made of time.
14. The teaching arrangements for literacy in Years 1 and 2 do not succeed in maintaining the challenge and motivation for all of the pupils and there is loss of time and pace as they change rooms part-way through the lessons to complete their tasks. In an excellent example in a Year 5 and 6 lesson, the teacher's questioning skills allowed the pupils to produce imaginative and relevant writing, using the correct tense and maintaining the narrative of the story well. The

teachers know their pupils well and they structure their questions for the individual pupil, helping them to remember the main points of the lesson and to extend their understanding.

15. There are many strengths in the teaching. A major one is the high expectations that the teachers have for their pupils, especially for the youngest and the oldest pupils in the school. Most of the children rise to the challenge set for them. In an excellent Year 5 and 6 lesson based on equal opportunities, the teacher expected, and received, high quality responses to his questions about the different preferences boys and girls have. The oral and written responses indicated excellent learning and understanding, with the pupils making their own inferences as to why they make these choices. Where the lessons were less successful, at the upper end of the infants and the lower end of the juniors, the pupils lost interest because the lessons slowed down. Tasks were lacking in challenge, slower progress was made and some pupils' attention wandered, which slowed up everyone's learning.
16. The Nursery is staffed by qualified nursery nurses and their teaching is consistently good. The Foundation Stage is organised so that Nursery and Reception children work alongside one another. The quality of teaching in Reception is good in quality and often very good. The strengths lie in the good planning and high expectations of pupils' behaviour and learning. The staff know the children well and their achievements are continually monitored. The next stages in learning are identified and taught well.
17. The pupils' with special educational needs receive good quality support in their learning from the special needs support staff who work with them in a very focused way both within lessons and on a withdrawal basis. The children's targets within their individual and group education plans are carefully worked towards and their progress is continually assessed. When this additional support is not available there is often insufficient matching of the tasks they are given with the children's earlier learning. The class teachers do not make enough use of the children's individual education plans to provide a focus for their teaching. The management of the small number of pupils with behavioural difficulties is not secure in some lessons and the teachers' work with them is not supported by individual behaviour programmes.

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

18. The school provides a generally broad and balanced curriculum. This includes the curriculum for information communication technology, which was unsatisfactory at the time of the previous inspection. History and geography are, however, allocated too little time. The subjects are taught too infrequently at both key stages. This results in the progress of pupils being erratic and it is hard for the teachers to plan work which builds on the skills, knowledge and understanding gained by them in previous years. In addition there are too few opportunities provided for the pupils' extended writing in history and geography. The curriculum in music is enhanced by a good programme of instrumental tuition.
19. The curriculum for the Foundation Stage in the Nursery and Reception classes is good. It is based on the Early Learning Goals as well as the Stepping Stones to Learning. The curriculum is challenging for the children. The provision for language and literacy is good with sufficient emphasis given to speaking and listening. Personal and social development is provided for appropriately through the teaching. The provision for mathematics, physical development, knowledge and understanding of the world and creative development is also good.
20. The school has successfully implemented the nationally recommended strategies for literacy and numeracy and is providing an effective programme of activities to develop the key skills of reading, writing and number work. Although the school has allocated additional time for the development of the pupils' writing skills, this has not yet had sufficient impact, particularly on

higher attaining pupils in Year 2.

21. Most subjects now have appropriate schemes of work. Those which do not are supported by the nationally recommended documents while the curriculum co-ordinators develop schemes for the school. These will be completed later this academic year. Medium term planning is satisfactory overall and it is good for English and mathematics. These are improvements since the last inspection. In the foundation curriculum there is a need for the co-ordinators to monitor the children's work more closely to ensure that the children are appropriately challenged by their work.
22. The school provides a satisfactory range of extra-curricular activities which includes sport, music, art and dance. The pupils in Year 5 take part in a residential visit to the Lake District. A good range of visits and visitors to the school extends the pupils' experiences and enhances their learning. This enriches the curriculum. The school has a good system for homework that is strongly supported by most parents and children. Attendance at the homework club is good. There is a good range of links with the community. The strong relationship with the church forms the cornerstone of the school's work and its place in the community. The children have the chance to participate and demonstrate their skills in local sports events and a dance festival. Satisfactory links and transfer procedures ensure that the pupils are able to settle quickly into the next stage of their education.
23. The pupils with special educational needs have access to the full curriculum and the programmes designed to support their learning are sound. The organisation of literacy and numeracy groups ensures that tasks are well matched to their abilities. Where they work alongside their peers in some lessons however, there is insufficient regard paid to their prior knowledge and learning needs and teachers' planning does not always take note of this particularly in the foundation subjects. Links with local special needs support services are effective and the school receives good levels of support in their work with the identified pupils.
24. Equality of access and opportunity for the children is satisfactory overall. The teaching and non-teaching staff provide positive role models and a wide range of activities is provided which avoid racial or gender stereotyping. Both boys and girls are encouraged to be involved in activities, including those pupils with special educational needs. However, there are regular, short periods of withdrawal from lessons for some pupils, for example, when they attend instrumental lessons at the same time each week.
25. The two-year rolling programme for personal development lessons is delivered effectively and guides the pupils in a variety of aspects including health and sex education and circle time provides regular opportunities to discuss many topics. The programme is enhanced by outside visitors to add interest and variety. A programme of visits is arranged for the older pupils to ensure ease of transition to their next school. The pastoral provision remains a clear strength and is appreciated by both pupils and parents.

Spiritual, moral, social and cultural development

26. The children's spiritual development is promoted very successfully through the wider curriculum and the aims of the school, as well as in worship time and assembly. The pupils have an increasing awareness of the world around them through their work in science, religious education, music and art. The daily act of worship provides valuable opportunities for them to celebrate their achievements, listen to music, sing, discuss moral issues and reflect quietly about what they have heard. The provision for moral development is also very good. As a result, the pupils are very polite, courteous and friendly to visitors. Moral issues are discussed in assembly through stories and the daily happenings in the life of the school. This makes aspects of right and wrong more meaningful for the pupils and develops their sensitivity towards the feelings of others.

27. Personal and social development is very good, as are the relationships within the school. The pupils are very aware of the needs of others. The school is a caring community with shared values about helping and supporting each other. The children demonstrate a sense of fair play in playground games and social skills are developed very successfully throughout the school. Personal and social development is very well promoted on school visits for pupils in every year group and on residential visits for the Year 5 pupils. The pupils' cultural development is good. They learn effectively about their own cultural heritage through stories, poetry and their visits to places of interest linked to their work in English, religious education, art and history. A greater understanding of the cultural traditions in the main world religions is developed through studies in religious education. This is an improvement on the previous inspection when pupils had too few opportunities to appreciate the variety and richness of non-western cultures. As yet there are too few opportunities for the children to develop any familiarity with people from different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The pupils are cared for very well during their time in school. The parents confirm that their children like school and enjoy learning. The children are happy, confident and feel secure. The children in the Foundation Stage receive strong guidance and support in their introduction to school life.
29. The site is clean and well maintained with regular risk assessments and adherence to health and safety matters. The pupils' medical needs are met well. There are sufficient trained first aiders and parents are contacted immediately if there are concerns. Pupils with special educational needs are integrated well and receive appropriate support. Effective child protection procedures are in place and the staff are trained and vigilant. There is appropriate use made of the professional agencies for advice if the need arises.
30. Good levels of attendance are vigorously promoted and are a strong feature of the school. Registrations take place twice daily and are both prompt and efficient. The parents are fully aware of the need to inform the school if their child is absent and do so. The welfare officer is involved in following up concerns and giving support if necessary. Punctuality is good and the lessons start on time.
31. Procedures for monitoring and promoting good behaviour are very thorough and consistently applied. The parents and children are fully aware of the high standards expected. The prospectus informs the parents of the school policy and the parents confirm that they are fully aware of the rewards and sanctions. The "Good Learner" scheme has a very positive impact on standards of behaviour and self-discipline. No inappropriate behaviour was observed during the inspection and there have been no exclusions during the past two years. High standards of behaviour are rewarded and celebrated. There is regular monitoring of the children's personal development during form time when sanctions are checked and the children's behaviour is discussed. The staff are good role models and are respected by pupils. Lunchtime staff are effective and reinforce the standards.
32. The systems established by the school for the identification and assessment of special needs are thorough. Targeted work with the special needs support staff is carefully planned and focused. The staff play a major role in the ongoing assessment of the pupils' progress and work closely with the special needs co-ordinator to provide information for the review process. The provision for the children that is outlined in the statements of special need is fully met and the children's individual plans have clear and precise targets. The progress made by the pupils is regularly reviewed.
33. The assessment and monitoring of the children's academic performance is satisfactory overall. There are good procedures for English, mathematics, special educational needs and the

Foundation Stage but there are no procedures for some of the foundation subjects. This is unsatisfactory and was the same at the time of the last inspection. The school collects the data from the baseline and national tests each year for seven and eleven year olds. Additionally all the children in Key Stage 2 take annual literacy and mathematics tests and this data is also collected. As a result, the school has a considerable amount of information about the children and can identify their attainments at the end of each year. The school examines the data for general features and undertakes a detailed scrutiny to identify the strengths and weaknesses of each group of children. This influences the work provided for them and the support that some of them require to reach the standards expected nationally.

34. Assessment in the Nursery and Reception is good and regular ongoing assessment related to the Early Learning Goals and other aspects of development is well recorded. The use of assessment information to guide curricular planning in the core subjects of English and mathematics is satisfactory overall. Consequently, writing was identified as an area for development. Children are set individual targets in English and mathematics to improve areas of weakness identified in the assessment data. In the foundation subjects, however, the National Curriculum levels reached by the children are not assessed and the next steps needed to move children to the next level do not feature in the teachers' planning. In many lessons the teachers identify targets and most share these with the children; this is good practice. Marking in the core subjects is generally good, although this is not always the case in some of the Year 3 and 4 pupils' books. Often there are diagnostic comments designed to clarify what the children need to do to improve in order to raise their attainment. This is particularly good in writing in Year 5 and Year 6.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The parents are very supportive of the school; responses both to questionnaires and at the parents' meeting were very positive, with no real concerns. The parents are most pleased that their children like school, are making good progress and are expected to work hard and that staff are very approachable and helpful. The inspection team agrees with these views. A few parents expressed concerns that there was an insufficient range of activities and whether the right amount of homework was given. The judgement of the inspection team is that there is an appropriate range of clubs that include choir, music, art, dance, sports and homework. There is a good homework system in place that clearly supports children's learning.
36. The school strives hard to communicate effectively with parents through the prospectus, weekly newsletters, questionnaires, curriculum meetings and parents' evenings. The annual reports to parents are good and comply with statutory requirements. All of the subjects are covered, they detail progress and achievements and targets for improvement are set. Marks are given for children's effort and achievement to keep the parents informed. The parents of pupils with special needs are fully involved in the review process.
37. The parents are actively encouraged to help in school and some provide in-class support and go on trips. The "Good Learner" scheme actively involves parents on a weekly basis when they are asked to sign that their child has completed the homework and reading tasks. The majority of the parents have also signed the home/school agreement.
38. The Parents' Association successfully hosts a variety of both social and fund raising events throughout the year. Funds raised are used to enhance resources such as information technology equipment and improve the environment, thus enhancing the enjoyment and interest of all of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The secure quality of the school's leadership and management has enabled the school to make a number of significant improvements since the last inspection. This is most noticeable in the rise in the quality of teaching, which in turn has resulted in the pupils in Years 5 and 6 making better progress and achieving higher standards in many subjects. The school is led soundly by the headteacher. She has a clear view of the needs of the school and has accurately identified priorities for improvement, like the standards in writing. She has planned training for the teachers to improve this area. She has been capably supported by the senior management team and by the governing body, who are committed and hard working. The governors successfully fulfil the responsibilities required by law and have an accurate picture of the school's strengths and weaknesses. They analyse the school's results with the headteacher, for example, and discuss the reasons for the underachievement in Key Stage 1. The headteacher has been absent from the school for several months during the summer and autumn. During this time the deputy head has taken the role of acting headteacher. She has worked well to support the school's priorities and implement the developments identified earlier. The headteacher and deputy form a strong team that leads the school effectively in implementing its aims and values. As a result, the children's behaviour and personal development are very good. As yet there are insufficient safeguards in place to ensure that all of the children, especially the more able, reach appropriately high standards.
40. The role of the curriculum co-ordinators in the school has been partly developed since the time of the last inspection. The headteacher is keen to allow individuals to take on responsibility for standards and quality through delegation. They review the curriculum planning and help and advise each other. In the core subjects of English, mathematics and science the co-ordinators look at the children's books and check that the curriculum is covered properly. However, the co-ordinators have yet to evaluate the quality and standards of the children's learning and ensure that the standards are sufficiently high across the school. The headteacher has made a sound start in evaluating the quality of teaching in every class and is now well placed to develop a system of monitoring to check that the children's rate of learning progresses smoothly through the school. The staff are committed to school improvement and the headteacher has effectively created a sense of unity and shared aims. There is an effective system of staff briefings, staff meetings and senior management team meetings, providing an appropriate structure for communication. There is also a planned programme of training. The school development planning process has been successfully opened out for consultation amongst the staff. The priorities contained in the school development plan are relevant to the school's needs, such as improvement in the standards in Key Stage 1 and monitoring the quality of teaching. Some of the targets have already been met well, such as improvement in the care of the children and in the quality of the teaching.
41. The special needs co-ordinator is both experienced and knowledgeable and has set up thorough systems for the support of special needs pupils. This is an improvement since the last inspection. She provides clear leadership and guidance to other staff, particularly the special needs support assistants who work so effectively with the pupils. The principles of the revised Code of Practice have already been addressed within the school's policy document and all statutory requirements are fully met. Accommodation for withdrawal groups is pleasant and suitable for individual or small group needs. Learning resources are suitable and well used. The practical day-to-day use of the children's individual and group learning plans, however, is insufficiently developed, which results in their under-use in lessons which, in turn, leads to missed opportunities for further effective support. This is particularly evident in the foundation subjects where classes are mixed ability and no additional support is available.
42. The school's financial management is satisfactory. All expenditure is strictly monitored and avenues of additional funding are explored. The standards fund and special needs funding are used appropriately to help improve the standards and provision. The recommendations of the last

audit report have been steadily tackled and the school has proper and workable financial systems and the staff involved are fully accountable. The governors are kept very well up to date with the school's financial position to enable them to make informed spending decisions. The school clerk provides good support to the school, liaising well with staff, pupils, parents and visitors and using new technology well to support the school. The school applies the principles of best value appropriately. The overall budget for the school is lower than is typical across the country and the school has become accustomed to considering the value for money obtained in the decisions made.

43. The school has a sufficient number of teachers and support staff. They are suitably qualified and match the demands of the curriculum. The nursery nurses in the Nursery make a valuable contribution to the pupils' learning. Staff training has a high profile and new teachers to the school receive clear guidance and support. Good monitoring systems help staff fit in quickly. All the staff have received training in the National Literacy and Numeracy strategies. Both the teaching staff and the classroom assistants regularly attend courses. There are no appraisal procedures but staff development discussions take place for staff who want them and targets are set to help the teachers improve. There is some specialist teaching in information communication technology and physical education which is effective and supports the children's learning well.
44. The accommodation is barely satisfactory but does not prevent the effective teaching of the curriculum. Plans are in hand to improve the accommodation by building an extension so that the mobile classrooms would no longer need to be used and the computer suite, which is far too small, could be located elsewhere.
45. Learning resources are good in mathematics, music and religious education. They are satisfactory in all the other subjects apart from geography, in which they are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to maintain and improve the good standards already achieved by the school the headteacher, staff and governors should:

- 1) raise the standards in geography in Key Stage 1 by:
 - ensuring that the curriculum is taught more frequently and with more opportunity to build on earlier learning; (paragraphs 5, 92)
 - providing the children with opportunities to research and investigate aspects of geography in greater detail. (paragraph 92)
- 2) improve the standards of the more able children in Key Stage 1 and in Years 3 and 4 by:
 - monitoring the work of the teachers and the children to check on the standards reached by the children; (paragraphs 39,40)
 - monitoring the lesson plans to ensure that different tasks are provided for children of different ability; (paragraphs 67, 73)
 - expecting these children to reach higher standards in their work and setting them targets for improvement. (paragraphs 64,69)

The school improvement plan has already noted the need for improvement in this area.

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

- 1) use, and refer to, the children's targets identified in their individual education plans when planning and teaching lessons; (paragraphs 6, 17, 23, 41, 67, 79)
- 2) develop assessment strategies for all of the foundation subjects of the curriculum; (paragraphs 33, 94, 96, 105)
- 3) extend the knowledge and influence of the curriculum co-ordinators across all age groups in the school. (paragraphs 75, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9%	20%	43%	26%	2%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	318
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	19	20
	Girls	22	22	21
	Total	41	41	41
Percentage of pupils at NC Level 2 or above	School	89 (88)	89 (85)	89 (98)
	National	84 (82)	85 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	19	19
	Girls	22	19	20
	Total	40	38	39
Percentage of pupils at NC Level 2 or above	School	87 (96)	83 (96)	85 (90)
	National	(82)	(86)	(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	18	18
	Girls	15	16	17
	Total	35	34	35
Percentage of pupils at NC Level 4 or above	School	95 (80)	92 (76)	95 (84)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	18	20
	Girls	15	15	17
	Total	33	33	37
Percentage of pupils at NC Level 4 or above	School	89 (74)	90 (66)	100 (86)
	National	(68)	(69)	(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	272
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)	13
Number of pupils per qualified teacher	24.5
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	122

Qualified teachers and support staff:
nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	74

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	517906
Total expenditure	533905
Expenditure per pupil	1604
Balance brought forward from previous year	42323
Balance carried forward to next year	26324

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

258

Number of questionnaires returned

147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	50	48	1	0	1
Behaviour in the school is good.	46	46	8	0	0
My child gets the right amount of work to do at home.	32	52	9	3	2
The teaching is good.	50	46	0	3	1
I am kept well informed about how my child is getting on.	38	54	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	65	34	0	0	0
The school works closely with parents.	37	56	5	0	0
The school is well led and managed.	40	54	1	0	2
The school is helping my child become mature and responsible.	47	49	0	0	2
The school provides an interesting range of activities outside lessons.	20	57	10	1	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. The overall attainment of the vast majority of the children in the Foundation Stage is above average, as it was at the time of the last inspection. The children come into the Nursery with a range of attainment but their overall level of ability is above average in all the areas of learning. In the Reception classes the children's overall level is above average. They make good progress in all three classes and leave Reception with above average attainment in all the areas of learning. The more able children reach standards that are well above average particularly in reading, writing and mathematics. These areas of learning receive good emphasis and are supported very well through a stimulating range of play opportunities. The main factor in the children's good rate of progress has been the good teaching they receive from the teachers and nursery nurses.
49. The Nursery children attend part time and work with two nursery nurses in a room linked to the Reception classes. The Reception children are in two classes with two teachers who work with their own classes but share a large double-sized class base. The children have access to all the resources and opportunities within this large area and move freely from one activity to another. The Foundation Stage curriculum is planned along similar lines for all three classes with more structured teaching and learning for the older children. There is a very good balance of directed activities and opportunities for investigation and play. The teachers in the Reception classes work with small groups of children at more structured tasks teaching the children, for example, how to write or how to recognise shapes and numbers. This system works very well and the groups of children are taught at different levels according to their earlier learning.
50. There are satisfactory resources in the Nursery class and the Reception classes and the children have an appropriate choice. Good use is made of the computers and of imaginative play areas like the toy shop. The teaching and learning in the outside areas was not observed during the inspection due to bad weather but the teachers support the children well at playtimes. There is a separate play area for the children in the Nursery and Reception classes which includes climbing and balancing equipment.
51. The staff keep very good records of the children's standards and their achievements. All of the children are observed and notes are made to show how well they are doing in all the areas of learning. Targets are identified to help the children move forward and these are checked regularly. The staff assess the children as they move into the Reception classes and this information is used to set further targets. The data is also used as the children get older to predict how well they should achieve in their national tests.

Personal, social and emotional development

52. This area of learning is given appropriate attention and almost all of the children are likely to reach or exceed the early learning goals by the time they leave the Reception classes. The teaching in this area is good in both the Nursery and Reception. In the Nursery the children play by themselves or with others exploring the classroom. Some of them play near others and watch each other but most of the children work together. They share the resources and talk to each other about their games. The staff work well to support and develop situations that show the children how to think of others. The Nursery children have drinks and a biscuit together and one child led another by the hand to an empty space and said they could sit together. The children are learning how to dress and undress for physical education lessons and although this takes them a long time, they are making good progress. Almost all of them understand how to deal with clothes that are inside out and how to store their clothes tidily.

53. In the Reception class the children are interested in each other and play together happily. They cooperate well, for example when using the computer. The teachers give clear instructions and guidance to the children and use stories and activities to help them understand how to manage life at school. For example, during a story about caring for others they began to understand the need to think about what other people would like. The children look after their own needs but also consider others. They are aware of the classroom rules and routines and are quick in responding to instructions and show very mature behaviour. For example, while the staff work with small groups, the other children play with concentration and manage any small problems that arise. They take turns, such as who will be the shopkeeper, they share pencils and crayons and play together in the sand and water making up stories and events. The teachers expect the children to listen carefully and encourage them to contribute to lessons.

Communications, language and literacy

54. The pupils' attainments in this area are good and sometimes very good. They are likely to achieve or exceed the expected goals by the time they leave the Reception class. Some of the more able children in Reception have already reached these levels. The staff are good at teaching this area of learning and help the children to make good progress. Many of the children in all three classes have clear speech and are keen to talk about their activities. The staff encourage them to talk about their play and the more structured activities. They ask the children questions and give them time to think about their answers. The children speak confidently to the staff and each other and speak at length. They have a good use of grammar and structure their sentences well. They use a good range of nouns and verbs. The staff show good skills in telling and reading stories to the classes and they invite the children to contribute. This supports the children's speaking and listening.
55. In the Nursery all of the children are able to use the pencils and make scribble patterns and some of them are beginning to understand the purposes of writing and try to write their names. In the Reception classes the more able children are beginning to write independently and almost all of the others know how to form several of the letters and can attempt very simple sentences when helped by their teachers. The teachers work with small groups to teach the children how to form letters and how to try to write the words. They show the children and expect them to try to write for themselves. This method works very well and the children are learning at a fast rate. These lessons are interesting and the children are supported and encouraged to work hard. There are areas for the children to play-write and this is particularly popular with the Reception children.
56. The teaching of reading is good and the children are reaching above average standards. In the Nursery the staff read to the children and encourage them to look at the story books. The children respond well to books. They enjoy stories and listen to each other's replies to questions. They are able to relate to the events in the story and link stories with their own experiences. The most able children can retell stories using the pictures and remembering some of the text. In the Reception classes the children have their own reading book and join in group sessions to read with their teachers. They also use the class library to look at a good range of books and spend some of their own time trying to read and telling each other stories. Almost all of the Reception children can use the pictures to talk about the book and some of them can read the words accurately. They have favourite books at home and can recall the events in stories heard earlier.

Mathematical development

57. The children's overall attainment in mathematics is good and they are likely to meet or exceed the nationally expected goals. The teaching of mathematics is good. Most of the children arrive in the school with above average development in mathematics and they make good progress during the Foundation Stage. In the Nursery they listen closely when the nursery nurses talk, for example, about how many buns have been baked and place numbers against each bun. The

children understand how to count and that the number changes when you take one bun away. During their play activities many of the children explore the mathematical resources, such as shapes for printing sequential patterns, and confidently join in number and counting songs. Many children have good spatial awareness. For example, they will not try to push toys through gaps that are much too narrow and they build toy pens for the zoo animals that will accommodate the appropriate number. In the Nursery there are many appropriate activities provided that challenge the children's thinking.

58. In Reception there are satisfactory resources and the teachers show good knowledge in the teaching of early mathematics. As a result, the direct teaching challenges the children well. The children try hard to recognise and identify the properties of several shapes and are able to talk about the number of sides and corners the shapes have. The teachers question the children and help them remember what was learned earlier. The children are familiar with numbers and can recognise, and sometimes write, them. They can count to quite high numbers and use numbers in their everyday talk about the work of the classroom. There are many activities in the Reception classes that strongly support the children's understanding in mathematics. For example, the opportunities to buy and sell toys in the shop and to make complex computer patterns.

Knowledge and understanding of the world

59. The children's attainment in this area is good in both the Nursery and Reception classes. The teaching is good in the Nursery and although no direct teaching was seen in the Reception classes the range of play resources show that this area is planned well. The children arrive in the Nursery with a good awareness of the world around them. The majority of the children use paint, crayons and construction toys confidently and have an early awareness of their own neighbourhood. The nursery nurses show skill in helping the children use musical instruments carefully by pretending the puppet does not know what to do. The children are able to explain and demonstrate and they find this interesting and exciting. In the Reception class the children show a good understanding when using the computer and are able to control the mouse properly when making pictures and complex patterns. They can describe how they will stick collage materials to their pictures and use a good range of vocabulary when talking about the train track and constructions they have built. Good learning is promoted in the Nursery by the children's discussions with the nursery nurses and in Reception by the play sessions. The staff draw information from the children through careful questioning and remind them about what has already been said.

Creative development

60. The children's attainment is good overall and there are many interesting and stimulating opportunities in the Nursery and Reception classes for the children to use their imaginations as they play. The children are encouraged to make up stories about the small toys and pretend to talk for them. They are helped by the Reception teachers to make up stories, for example, about the toys in the shop and try to write these down. There are art and craft activities available each day and the children can make patterns and collages using a good range of materials. In the Nursery they are helped to print on fabric to make aprons for cooking. The programme of art activities is limited in the scope it gives them for individual expression. There are few opportunities for the children to paint or draw freely and show an interest and pleasure in choosing the colours and in making up their own pictures. The children concentrate well on the tasks and talk about them enthusiastically when the staff join them. The teachers and nursery nurses support the creative tasks well. They ask questions and enable the children to increase the detail of their work. A computer program supports the children's artwork and the children in Reception are beginning to make specific pictures, such as spiders, as they learn to control the mouse.

Physical development

61. The children have a good level of physical skills. They are active and use appropriate control. During their outside playtimes they move with awareness of space and avoid collisions well. They move with care and precision. The Nursery children can move quickly and co-ordinate themselves effectively. They can roll and catch balls and quoits well. The Reception children move well to music and they show good balance and poise. The children in the Nursery show good skills in manipulating construction equipment and the buttons and fastenings on their own clothes as they get ready for games activity. In Reception the children have learned to use the resources confidently and to control them carefully. As a result their collages, for example, are made carefully and attractively. The staff provide frequent opportunities for the development of physical skills and offer a good range of resources.

ENGLISH

62. The standards of attainment of the pupils are currently average at Key Stage 1 and above average at Key Stage 2. The proportion of eleven year olds attaining the expected standard (Level 4) in the national tests in 2000 was well above the national average and for those attaining Level 5 it was above. The school's results were the same when compared with similar schools. At the end of Key Stage 1, the 2000 national tests show the percentage reaching the expected level in reading and writing (Level 2) to be in line with the national average but fewer children attain Level 3 than is the national expectation. In comparison with similar schools the results were also lower. At Key Stage 1 the school's results for 2000 show an improvement over the 1999 results in the number of pupils achieving Level 2 but a decline in the number achieving Level 3. At Key Stage 2 in 2000 the results are much improved over the 1999 results. Significantly more children achieved Level 4 and a high proportion attained a Level 5. As measured by the national tests and the results of the baseline assessment, supported by the evidence of this inspection, Key Stage 1 does not build well enough upon the Foundation Stage, especially in writing.

Speaking and Listening

63. The children's speaking and listening skills are above average at both key stages and this is an improvement since the last inspection in Key Stage 2. They listen attentively to their teachers and to each other. They respond eagerly when answering questions. Older pupils use interesting vocabulary when sharing their ideas, for example, in lessons in Years 4, 5 and 6 on the writing convention used by journalists. The pupils are confident speakers when they are given opportunities to discuss their work, for example, in their paired reading lesson in Years 1 and 2. Older pupils are given good opportunities to discuss their work and to listen to the opinions of others in the plenary sessions of lessons. Most of the children are able to express their views clearly and concisely and through discussion they extend their learning. The pupils with special educational needs are well supported by additional staff.

Reading

64. By the end of Key Stage 1, the children's attainment in reading is in line with that expected nationally but too few are attaining the higher level. By the end of Key Stage 2 the pupils are attaining higher levels than the national average. Reading skills are successfully taught during the daily literacy sessions. Additional reading sessions are provided in both key stages. The system of partnering an older child with a younger child is a highly motivating one for each partner and good progress is made during these sessions. Home-school reading records are used well and this and the very good records of progress kept by the teachers help the pupils to develop well. In Key Stage 1 the children are taught how to use the contents and index pages in a non-fiction book and by the time they are in Year 2 many can do this successfully. By the time they are eleven, the pupils use the index and glossary effectively and can search for information quickly in books and

when using a CD ROM, for example, as part of their work on the ancient Egyptians in their history lessons.

65. The school's higher attaining pupils, particularly in Key Stage 1, are not sufficiently challenged by the books they brought to read to the inspectors. The fiction collection in the library does not support readers because it is of poor quality. Many children do make regular visits to the public library. Although a love of books and reading is being promoted in classes, there are few attractive book corners where children can browse and enjoy their reading. The school has a library but part of it is a thoroughfare and much of the furniture is unsuitable. The newly appointed co-ordinators have drawn up an action plan for improvement. The library service has reorganised the non-fiction collection according to the standard Dewey system but this collection is inadequate for a school of this size. The library is not timetabled for use by classes in the school and, as a result, is rarely visited by the pupils. The children with special educational needs are well supported through structured schemes and regular help.

Writing

66. The standard of the children's writing by age seven is average but too few children attain the higher Level 3. It is also average by age eleven but a higher proportion of pupils are likely to attain the higher level than in the infant classes. In both key stages the school has rightly built into its timetables extra sessions for the children to develop their skills in extended writing. Samples of extended writing in the children's books show some good examples of drafting, redrafting and planning writing. The teachers intervene well to point out how the children can improve. Many good examples of this were seen in books in Years 5 and 6. Opportunities for extended writing are too few in other subjects such as history and geography. There is an adequate supply of dictionaries and children use these effectively. Spellings are taught and practised. The standard of handwriting is good overall but some books in Years 3 and 4 were untidy and did not show a level of pride in children's work which was evident in other year groups.
67. The children work hard in literacy lessons and they behave very well. They enjoy their work and take a keen interest in what they are doing. The quality of teaching ranges from satisfactory to excellent, with a high proportion of very good and excellent lessons. In the best lessons in Years 3, 5 and 6, the teachers had high expectations of what the children should be able to do and the children responded by working very hard and meeting their teachers' expectations. The teachers introduce text to the children in a stimulating manner and plan interesting activities. As a result, the pupils make excellent or very good progress in these lessons. In the few ordinary lessons there is a tendency for some teachers to talk too much in the opening section which reduces the time available for the pupils to do their part of the work. The need for more accurately matching work with the range of pupils' prior attainment is not always recognised in the infant classes and in Years 3 and 4, despite the sets containing children with wide differences in attainment. Homework is set regularly and both the parents and the teachers support this well. Although the pupils with special educational needs make good progress towards their individual educational programmes in supported groups, insufficient attention is given to individual targets by class teachers and then the children's progress is slower.
68. The teachers' day to day assessments are well focused on National Curriculum levels. This ensures that the extent of the children's learning needs as measured by National Curriculum expectations is well known. However, the curriculum in Years 1 and 2 is not focusing sufficiently on raising the attainment of the more able children. Overall the marking of children's work is done regularly and the quality is generally good. The best marking helps the children to see what they need to do to improve their work. The less helpful marking gives praise without explaining why.
69. The co-ordinator for English is a knowledgeable and expert teacher and a good role model for her

colleagues. She is keen to promote improvements and rightly identified the problems in the Years 1 and 2 curriculum provision. She monitors and evaluates the standards in the subject well. There are separate co-ordinators for the library who have already put a great deal of effort into their new roles this term. The co-ordinators liaise with one another but the roles are too separate. Resources for the teaching of English are satisfactory overall but there are too few high quality books in the library.

MATHEMATICS

70. The standard reached by the pupils aged seven in the tests taken in the Year 2000 indicate that the results were below those that are found nationally and well below those obtained in similar schools. The results are much worse than those obtained in the previous year. During the inspection the standards reached by the children were average overall but the teachers do not expect enough of the more able pupils and these pupils underachieve. However, the standard reached by the children aged eleven in the tests taken in the Year 2000 indicate that the results obtained were well above those that are found nationally and well above those found in similar schools. This was also found to be the case during the inspection. The results of the pupils obtaining the higher level (Level 5) were also well above those expected nationally. These results have shown great improvement from the previous year. The pupils in the Nursery and Reception classes achieve well and good progress is made. The progress is slower in Key Stage 1 and Years 3 and 4. However, this is followed by very good progress in Years 5 and 6 and by the end of Key Stage 2 the attainment is well above average. Since the time of the last inspection the standards achieved by the infant children have fallen but the standards have risen well for the junior children.
71. There is no significant difference in the performance of boys and girls. The pupils with special educational needs are supported effectively by their class teachers and classroom assistants and make satisfactory progress in developing their basic skills in relation to their ability. Work seen during the inspection shows that all aspects of mathematics are taught, including using and applying mathematics.
72. The quality of teaching ranges from unsatisfactory to excellent, with the majority being good or better and only one lesson was unsatisfactory. Good teaching was seen throughout the school but the best teaching was seen in Years 5 and 6 and by the time they are eleven the pupils are making rapid progress. The best lesson, seen in a Year 6 class, was conducted at a brisk pace. Challenging tasks were set for the pupils and class management was excellent. The very good teaching of all of the children in Years 5 and 6 enables them to make very good progress in their knowledge and understanding of mathematics. For example, they can add and subtract large numbers accurately and have a secure knowledge of multiplication tables. They understand the relationship between percentages, fractions and decimals and understand place value. A strength of the teaching throughout the school is the very good subject knowledge of the teachers. The pupils have no time to drift and are swept along by the quick pace. They are keen to succeed and enjoy the work. The teachers use good questioning techniques to bring out the pupil's learning. A good example of this was seen in a Year 5 and 6 class when the pupils were revising work on polygons.
73. Throughout the school the pupils work well in the lessons. They behave well and sustain their concentration. This is because interesting activities are planned by the teachers and often interesting resources are provided for the pupils to enhance the learning. For example, in a Year 2 class the teacher used resources to maintain the pupils' interest when they were learning how to divide. In almost all the lessons the teachers manage the pupils well and there is a good rapport between them which fosters respect and results in the pupils being attentive and hard working. In the more ordinary lessons the pace of the lessons occasionally slows and, as a result, the children have too little time to complete their written tasks. However, in Year 6 the pupils are given timed

targets within the lesson to finish particular sections of the work. This creates a positive working atmosphere, where pupils concentrate, try to work accurately and present their work in an orderly way. Another strength of the teaching in most classes is the quality of the mental arithmetic sessions. Resources such as whiteboards and number fans are used well. The pupils are developing improved number skills because specific strategies and methods are taught. They are encouraged to explain their answers and this is helping to build up their confidence and understanding.

74. Occasionally, in Years 1 and 2, the progress of the higher attaining pupils is not as good as it should be because they complete the same activities as the rest of the class. For example, in a Year 1 class where there was a carousel of activities connected with time for the pupils to complete, the higher attaining group completed the same activity as the lower attaining group. The unsatisfactory lesson, seen in an infant class, resulted in the Year 2 pupils not making enough progress because the tasks were not challenging enough. The management of the children was not satisfactory and some of them did not behave properly.
75. The co-ordinator has very good subject knowledge and manages the subject effectively in Key Stage 2 but has too little influence over what happens in Key Stage 1. He is aware of the strengths of the subject and the areas for development. Whilst he observed some lessons when the numeracy training was implemented, this has not been developed. However, national test results have been analysed and this has contributed to the higher standards.
76. Some opportunities are lost because mathematics is not being used to support learning in other subjects, for example, in information and communication technology. Resources for mathematics are good and are used well to support the learning.

SCIENCE

77. The national tests for 11 year olds in 2000 showed that the children's standards are well above the national average and well above the average for similar schools. These results show improvement since the last inspection and improvement over the last three years. The pupils' work clearly reflects these high standards in Years 5 and 6. Here there has been thorough coverage of programmes of study and high levels of challenge have been set by the teachers both in the tasks undertaken and the high quality of marking. Observations in lessons with the oldest pupils show, for example, that they understand what a food chain is and that most begin with green plants and that they understand the terms 'predator', 'producer', 'prey' and 'consumer'. Very good questioning shows them drawing on earlier learning and applying it to the current topic thus giving well informed and thoughtful answers. There is a significant improvement in standards in these last two years. In Years 3 and 4 standards are in line with national averages. In their work on forces pupils show an appropriate level of understanding of pushing and pulling but are less secure on other forces such as gravity.
78. The assessments for seven year olds in 2000 showed that the children's standards are in line with those expected of pupils of this age. The pupils show that they fully understand the principles of fair testing. They are able to predict the outcomes of their investigation and explain their reasoning. They are able to carry out the investigation on which surface the car will travel fastest on and record their findings in a logical way.
79. Where standards are above average, this is a direct result of high quality teaching which challenges pupils well. Lessons are extremely well planned and the pupils' learning is supported by a good range of meaningful resources. Lessons have a good balance between direct teaching, discussion, tasks to be undertaken and plenary sessions which consolidate the learning. The pace of lessons is very brisk and demonstrations planned by the teachers and undertaken with the pupils ensure that the concepts dealt with are fully understood. As a result of this excellent teaching, the

pupils are fascinated, listening carefully and giving thoughtful answers to questions. They have a clear and focused approach to their learning because of the clear learning objectives which have been shared with them. Their written work is of a very high standard and this has been influenced by the very good modelling provided by teachers in lessons. The children's work is well presented and carefully marked with challenging feedback from the teachers.

80. In other lessons, the teaching is always satisfactory with some good teaching in Key Stage 1. The teachers' knowledge and understanding of the subject are sound and this enables them to question the pupils well and provide clear demonstrations. They engage most pupils with a series of discussions and tasks which match the pupils' ability levels. In some lessons, however, the most able children could be further challenged and the least able better supported with a range of differentiated tasks. There is some disruption to learning by inappropriate behaviour but in the main this is dealt with successfully by teachers.
81. At both key stages pupils' positive attitudes have a beneficial effect on their learning. The vast majority behave very well in lessons. They listen carefully and so are quite clear about what they are expected to do. They work with good levels of concentration and are able to hold sensible paired and group discussions to process their thinking. Relationships with their teachers and with each other are good and they work hard to complete the tasks they are set. The pupils with special educational needs work well when they are supported by support assistants but on other occasions they struggle to complete the tasks set. The more able learners are keen and industrious but on occasions are insufficiently challenged by the tasks they are given.
82. The organisation and planning of science is sound. The teachers plan together against a medium term framework and guidelines provided by the co-ordinator, which ensures progression and continuity in pupils' learning. Planning is monitored and useful comments fed back to the teachers along with advice and support. The co-ordinator supports her colleagues well in the Early Years and Key Stage 1 but does not have an overview of the work taking place in Key Stage 2. As yet there has been no monitoring of the teaching. Ongoing assessments are undertaken and along with the analysis of the outcomes of tests, are beginning to inform planning more effectively. The quality and quantity of resources are satisfactory they are used well by teachers. The recording of work by the pupils shows that key vocabulary and writing styles suitable to scientific topics are being well developed.

ART

83. No lessons were observed during the inspection and so the judgements on the standards reached by the children are based on their earlier work which is displayed in the classrooms. This work is above average, the standards are good across the school and the children's learning develops at a good pace. The children are able to use the media effectively and are taught in a systematic way to consider the design of their work. In Key Stage 2 they use sketchbooks well to prepare for pieces of work. The standards are higher than those seen during the previous inspection.
84. The children in Years 1 and 2 have used textiles well. They have used earlier drawings of leaves to design and print on tee shirts and have added stitched beads and sequins to make their work more attractive. In Years 3 and 4 the children extend their skills appropriately. They have worked carefully over time to understand the way the body moves. By using small jointed templates they have created a series of images of racing characters. This work was linked to the Olympics and the teachers invited the children to design a dreamlike background which has been used to show the characters to advantage. In Years 5 and 6 the children have studied portraits and have collected a range of drawings in their sketchbooks. Their final pieces of work were life studies in watercolours. This work shows an increased sense of design and demonstrates greater control of the resources as the children move through the school.

85. The teachers plan their lessons carefully to provide the children with a good range of art experiences and the planning shows they expect good standards of work. This has helped the children achieve well and learn how to use colour and shape to create an attractive and interesting effect. The children's work shows a good level of confidence and individuality in style. The tasks are challenging and the children have responded well.
86. The school has based its scheme of work on the voluntary national scheme. The lessons are planned well to teach specific skills and improve understanding over a period of several weeks. This is working well and the children are learning how to link their work by using a range of different media. The co-ordinator leads the subject effectively. She supports the teachers in providing a varied and challenging curriculum that builds on the children's skills, knowledge and understanding as they move through the school. The resources are satisfactory.

DESIGN AND TECHNOLOGY

87. The children's standards of attainment in design and technology in Years 5 and 6 are above those expected for pupils of this age. The pupils are able to demonstrate knowledge and skills in terms of rotary motion being changed to linear motion by use of a winding handle and apply this knowledge to their design work. They can design and evaluate their product from a user's point of view and show a good range of skills when using tools. This is an improvement since the last inspection.
88. The children's standards throughout the rest of the school are in line with those expected for their respective ages. The pupils in Key Stage 1 understand how sliding and pivot levers work and use this successfully to design and make their moving pictures. Pupils in Years 3 and 4 show that they understand the design process, paying due regard to the user, the resources and the making process. They are less secure in the actual making process and using the tools they are given.
89. The quality of teaching in Years 5 and 6 is very good. The subject is taught to all pupils in these classes by a well informed co-ordinator. There are clear expectations given at the start of the lessons and a thorough reminder about the safe use of tools that ensures that pupils are very focused in their work. The correct terminology is used by the teacher and encouraged in the pupils. Very good subject knowledge and confident teaching lead to very good levels of learning. In other lessons the quality of teaching is satisfactory, with some good teaching in Years 1 and 2. The lessons are planned well and the pupils are given a clear outline of what they will be doing and how they are to work. This means that they settle quickly to the tasks and work with good levels of concentration. Their learning slows down for them when they do not have the necessary level of making skills and when they find the resources are difficult to use. They work co-operatively, sharing resources sensibly and several pupils do try to help others.
90. The children's behaviour in all lessons is good or very good. They obviously enjoy their work and are prepared to persevere with tasks which are really challenging to them. They work carefully and are prepared to ask for help when they need it. They do listen well to teachers and try to follow through the instructions they are given.
91. The subject is led by a keen, enthusiastic and well informed co-ordinator. She has produced a policy document and planning framework for the school that is an improvement since the last inspection. She monitors the teachers' planning and is available to provide support and advice. She has introduced a plan for pupils to use and record their work which ensures coverage of all aspects of design, production and evaluation. She has begun to monitor pupils' work and has collected useful photographic evidence of finished products but has not yet gathered a portfolio of work from across the school. Resources for design and technology are being developed.

GEOGRAPHY

92. No geography lessons were observed during the inspection but evidence obtained from speaking to the co-ordinator and other teachers, looking at planning and speaking to pupils and reviewing their work, indicate that standards are unsatisfactory at the end of Key Stage 1. The pupils' knowledge and understanding are broadly typical of those found in most schools at the end of Key Stage 2. However, the provision for geography throughout the school is unsatisfactory. Too little teaching time is devoted to the subject and because of the way that geography is taught in blocks of time over a period of two years, skills are not developed systematically and the learning does not have continuity.
93. In Key Stage 1 the pupils have difficulty naming the countries of the United Kingdom and cannot locate places on a map. They can pick out countries and seas and talk about the weather in different countries. They know very little about their own locality. By the end of Key Stage 2 the pupils have some understanding of the water cycle and can describe the journey of a river and know such terms as tributary or estuary. Their mapping skills are satisfactory and they understand how the environment can be damaged by pollution. They can identify differences and similarities between different localities and countries.
94. The co-ordinator of the subject has insufficient opportunity to develop the curriculum. No assessments are made in the subject and the co-ordinator has little knowledge of what is actually being taught in both key stages because very little monitoring of the subject is done. She has already documented her concern for the way the subject is organised and has requested that more time be given to geography. Resources are unsatisfactory. There are not enough up to date atlases and globes or topic packs to help the learning.

HISTORY

95. No history teaching was seen during the inspection. Judgements are therefore based on an examination of teachers' planning, a scrutiny of the pupils' work, displays of work in classrooms and discussions with the teachers and pupils. The pupils' standards are typical of those found in most schools. By the end of Key Stage 1 the pupils are developing an understanding of how homes have changed since Victorian times. For example, by examining artefacts such as those associated with wash days in the past, they are developing their sense of chronology. However, there is little past work to indicate their development of historical ideas. By the time they are eleven the pupils have developed their skills of enquiry by handling artefacts and researching texts and pictures about the ancient Egyptians. The children in Years 3 and 4 know about life in Tudor England. They compare the lives of rich and poor people and know that the houses, clothes, food and health were very different from those of today. The higher attaining pupils in Year 6 know about the reliability of evidence, thus developing their skills of historical interpretation. Generally, however, this skill is underdeveloped in Key Stage 2. The pupils enjoy their history work and are very enthusiastic when describing the historical sites they have visited. Good use is made of both visits and visitors which brings history alive for the children.
96. The subject is not allocated sufficient time. The school's decision to block history into part of a single week, sometimes only once a year, results in erratic progress, particularly for the development of historical enquiry skills. This is unsatisfactory. In Key Stage 1 history is only taught during one week each autumn term. The pattern in Key Stage 2 means that in a two year period the pupils are only taught history during three weeks. This decision makes it hard for teachers to plan work which builds on the skills, knowledge and understanding gained by pupils previously. The co-ordinator for history is new but the action plan constructed by him shows that he appropriately places the raising of standards at the heart of his role. Currently teaching and learning are not monitored and therefore there are no checks on the standards that the pupils attain as they move through the school. At the time of the last inspection there were no systems in place

for monitoring and assessing the pupils' progress. The situation has not improved since then and this is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. During the inspection the pupils were observed working on computers in whole class lessons. Scrutiny of teacher's planning, discussions with pupils and staff provided further information. From the evidence collected, the standards for the majority of pupils are typical of those found in most schools and they make satisfactory progress. This is an improvement since the last inspection when standards were found to be unsatisfactory throughout the school.
98. At that time information and communication technology did not appear on the timetable and was not taught as a national curriculum subject. The school has made improvements over the past three years. The main developments have been in resources, the quality of teaching and the curriculum. There are now more computers available and these are set up in a computer suite. Although the space is somewhat cramped at the moment, plans are in hand to use another room which would offer more space. The teachers have gained more confidence and expertise and there is a better curriculum based upon the nationally recommended scheme of work.
99. By the end of Key Stage 1, the pupils have had experience of an appropriate range of computer programs, which they can use effectively. They have gained confidence in keyboard skills and can select items from a screen menu. The younger children use the mouse effectively to perform a variety of tasks, such as manipulating images and selecting icons. As keyboard skills develop the pupils become more aware of the options open to them. For example, Year 1 and 2 pupils are able to open files to gain access to the various activities. As the pupils progress through Key Stage 2, their word processing skills improve. Year 4 pupils have redrafted some of their written work. They are able to print and save their work and can use a Clip Art program well to illustrate it. Year 5 and 6 pupils know how to use the internet to access information.
100. In the lessons observed the teaching was either satisfactory or good. The teachers manage the pupils very well in the small room and the pupils enjoy the lessons and generally behave sensibly and responsibly when using the computers. The teachers have good subject knowledge and are able to help the pupils when a problem occurs during the lesson. Lessons are planned effectively and the learning targets for the lesson are discussed with the children. This was observed in the good lesson in a Year 1 and 2 class, which had brisk pace and high expectations of what the teacher wanted the pupils to achieve during the lesson.
101. The subject is being managed effectively by the new co-ordinator. The scheme of work has been sensibly introduced and good levels of support are given to the staff to assist them in their planning and teaching activities. Assessment is good and this is used well to plan the next stage of learning for the pupils.

MUSIC

102. The pupils throughout the school exceed the standards expected for their age and have great enthusiasm for their music making activities. The tuition provided by visiting specialist teachers is very good and enhances the provision for the older pupils and enables the more able pupils to achieve well. The Key Stage 2 choir and orchestra provide opportunities for the more able pupils to perform in concerts. The pupils aged eight to eleven who play musical instruments attain particularly good standards in their ability to read and play music. The standards achieved by pupils throughout the school are supported through the good subject knowledge and expertise of the teachers and their enthusiasm for the important part music plays in the life of the school.

103. The younger pupils show good control of pitch, dynamics and rhythm in their singing. They compose and perform simple pieces using percussion instruments and are good at reading simple musical scores composed by the class. They read and perform Christmas songs competently and teachers make good use of these musicals to develop pupils' literacy skills. The pupils in the junior-age classes learn to create percussion parts to songs and compose simple pieces of music. They regularly record their efforts in order to listen to, assess and improve what they have done. The children have a good knowledge of music from other cultures and good links are made with their work in religious education.
104. The quality of teaching and learning throughout the school is good overall. Teachers' knowledge and understanding is good at both key stages. Music is taught by class teachers but the co-ordinator influences the good quality of music teaching throughout the school by providing a very clear educational direction for the subject. Pupils are given regular opportunities to create, improvise and evaluate musical performances. This was evident in a Year 1 and 2 lesson when groups of children noted down, practised and performed their own music. This provided different interpretations, which were discussed with enthusiasm before whole-class performances from a completed score.
105. There has been good improvement in the subject since the last inspection because there is a more structured approach to teaching music by class teachers. Good use is made of the policy and scheme of work and teachers make good use of detailed guidance to plan their lesson. There is no formal system for assessing or recording pupils' progress in music from one year to the next. The co-ordinator monitors planning well but has no opportunity to monitor teaching and learning in lessons.

PHYSICAL EDUCATION

106. The pupils' levels of attainment in physical education in both key stages are in line with what is expected for their age. The pupils in Years 5 and 6 show above average attainment in dance; this is a subject that is taught well in the school. The children are encouraged to modify and refine their performance and express their thoughts and feelings effectively using dance as a media.
107. The quality of teaching is good in Key Stage 1 and as a result the pupil produce a good range of movement and travel in a variety of ways. They form interesting body shapes and can put these together into simple sequences and dance composition. They are able to demonstrate their work and evaluate the work of others as they observe carefully and give thoughtful opinions.
108. In Key Stage 2, the teaching is satisfactory with the teachers giving good instructions to pupils so that expectations are made clear about work and behaviour. Good attention is paid to safety factors and usually there are good warm up routines which the pupils undertake enthusiastically. Satisfactory opportunities are provided for paired and group work and the pupils enjoy working co-operatively. Well informed coaching points are given to pupils and they listen carefully and try to incorporate the advice they have received and improve their performance. The teachers' knowledge and experience of work on the large apparatus in gymnastics are less secure and on occasions this leads to insufficient guidance and coaching to pupils, some of whom merely play on the various pieces of apparatus and do not fulfil the tasks they have been set. Practice in setting out the apparatus has not been sufficient for this to be done properly and whilst a small number of pupils undertake this task, the remainder of the class merely sit and wait, losing valuable learning time.
109. The pupils' response in lessons is always satisfactory and on occasions is good or very good. They obviously enjoy their physical education work and all wear suitable clothing and remove jewellery. They put much effort into their work and all are keen to demonstrate what they have done. They partake willingly in activities outside despite inclement weather.

110. The subject is well led by an enthusiastic and knowledgeable co-ordinator who teaches the subject well. She has drawn up a policy document and programme of work which is still being developed but already ensures coverage of all aspects of the programmes of study. This is an improvement since the last inspection. The co-ordinator monitors the teachers' plans providing support and advice where necessary but as yet has not monitored teaching in the subject. There have been few in-service training and development sessions for teachers and these are required for some staff. The school has a good number of sports teams and clubs and takes part very successfully in the local dance festival.
111. The accommodation for the teaching of physical education is satisfactory with access to a good hall and field and a playground, which, although not in good repair, does provide sufficiently for ball games. Swimming is made available at a local centre and the vast majority of pupils are able to swim at least 25 metres by the end of Key Stage 2. Resources are satisfactory and the co-ordinator has identified where they need to be supplemented.

RELIGIOUS EDUCATION

112. Good progress has been made since the last inspection especially in resourcing for the teaching of other faiths. Religious education is taught regularly. No lessons were observed at Key Stage 1 and two lessons were observed at Key Stage 2. Judgements take account of the documentation provided, scrutiny of the children's work and discussions with pupils and teachers. At the age of seven years the children's knowledge and understanding of religious education are above the expectations of the locally agreed syllabus. By the time the pupils are aged eleven this attainment is also above what is expected. This reflects the fact that religious education has a high profile in the school and most of the older pupils have a good knowledge and understanding of the subject.
113. The quality of teaching and learning in the lessons observed was good and sometimes very good. The work is planned well and takes account of the pupils' knowledge and experiences. The teachers use a range of teaching methods in each lesson and their marking of completed work effectively highlights what has to be done to improve. In Years 5 and 6 all of the pupils are taught by a teacher who has specialist knowledge and understanding of the subject. As a result the older pupils develop a wider understanding of Advent, for example, as they work on their Advent presentations. The co-ordinator provides very clear direction for work throughout the school and especially at Key Stage 1. It is her very good knowledge of the subject, as well as good planning that enables the pupils' progress to speed up in this part of the school.
114. At Key Stage 1 the pupils know about the significance of religious festivals such as Christmas and Diwali. They understand the significance of the Easter and Christmas stories and they are beginning to understand Judaism. Their learning is effective because each unit of work is presented in a challenging way that interests them. The lessons are well structured and the pupils' social and moral development is extended well through their work. This good work is extended and developed as the pupils move through Key Stage 2. The teachers make effective use of visits to interest the pupils. For example, a recent visit to a mosque in Years 3 and 4 helped pupils to develop a wider understanding of the customs and religious practices of Muslims. During a visit to Lichfield Cathedral the older pupils observed and practised the skills used in services over the centuries and have gained valuable insight into the history of Christianity. Pupils are expected to think for themselves and to make connections between stories they hear and everyday life. The teachers make effective links with literacy, reading stories and encouraging pupils to think and write independently. There is good progression through each topic, which helps the pupils to consolidate their earlier learning effectively.
115. The co-ordinator provides very good support in the school. She regularly monitors planning and has a good understanding of pupils' learning throughout the school. She has organised the curriculum well so that work is pitched at the right levels and very good support is provided for

staff. Everyone is clear about standards. However, there are no planned opportunities for the coordinator to monitor teaching throughout the school.