

INSPECTION REPORT

JUNIPER HILL COMBINED SCHOOL

Flackwell Heath, High Wycombe

Buckinghamshire

Unique reference number: 110299

Headteacher: Mr P Grandidge

Reporting inspector: Mr P Kemble - 7269

Dates of inspection: 25 – 29 September 2000

Inspection number: 224630

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Churchill Close Flackwell Heath High Wycombe Buckinghamshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Kirkland
Date of previous inspection:	7 October 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Kemble	Registered inspector	Science; Music; Equal opportunities.	What sort of a school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ms L Fraser	Lay inspector		Attendance; Pupils' spiritual, moral, social and cultural development; How well does the school care for its pupils? Partnership with parents and carers.
Mr J Sangster	Team inspector	Information and communication technology; Art; Geography; Religious education.	Efficiency.
Ms G Roberston	Team inspector	Physical education; Areas of learning for children in the Foundation Stage.	Assessment; Learning resources.
Mr A Watson	Team inspector	English; History; English as an additional language; Special educational needs.	How good are the curricular and other opportunities offered? Staffing.
Ms G Wilkinson	Team inspector	Mathematics; Design and technology.	Pupils' attitudes, values and personal development; Accommodation.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average primary school for boys and girls aged four to eleven. It serves the village of Flackwell Heath, on the outskirts of High Wycombe in Buckinghamshire. It has an attached unit for pupils with physical disabilities. There are 390 pupils on roll, consisting of 200 boys and 190 girls. Pupils' attainment on entry over time is in line with the average for most primary schools nationally, although there are significant variations from year to year. These are largely due to the fact that over half the school's intake comes from outside the catchment area. No pupils are eligible for free school meals, a statistic well below the national average. Seventy-nine pupils (20.26 per cent) have special educational needs, a figure which is broadly in line with the national average. Thirteen pupils (3.33 per cent) have statements of special educational needs, a figure which is well above the national average. One pupil is from an ethnic minority background and no pupils have English as an additional language. Pupils are organised into thirteen classes. There are six Key Stage 1 classes and seven Key Stage 2 classes. The average class size is 29.4.

HOW GOOD THE SCHOOL IS

Juniper Hill Primary School is a good school. The links that have been established with parents and the local community are very effective and make a significant contribution to the standards achieved by pupils. Relationships within the school are very good, and pupils' behaviour and attitudes to their work are very good. The quality of teaching is good overall; it is particularly effective at Key Stage 2. Standards in reading, writing and science are above average at the end of Key Stage 1. Standards in English, mathematics and science are above average at the end of Key Stage 2. Pupils with special educational needs make good progress and physically disabled pupils are integrated extremely well into the daily life of the school. The headteacher, with very good support from the governors, provides strong leadership. The school has made a satisfactory improvement since the previous inspection. Very effective use is made of the finances available to the governors. The school has an income which is slightly above the national average and provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of Key Stage 2.
- Standards in reading, writing and science are above average at the end of Key Stage 1.
- Pupils with special educational needs make good progress.
- Physically disabled pupils are integrated extremely well into the life of the school.
- The quality of teaching is good overall, particularly at Key Stage 2; teamwork amongst the teaching and non-teaching staff is very good.
- Pupils' attitudes to their work and their behaviour are very good; relationships are very good throughout the school.
- The leadership and management of the school are good and the headteacher provides a clear educational direction to the life of the school; he has established a very good partnership between parents, governors and friends of the school.
- Governors have a very good understanding of the school's priorities and manage the school's

finances effectively.

What could be improved

- There are insufficient opportunities at both key stages for pupils to carry out independent research or follow their own lines of enquiry.
- Co-ordinators, in subjects other than literacy and numeracy, do not have sufficient impact on standards and the quality of teaching and learning.
- Insufficient use is made of information technology to support learning in other curriculum areas.
- The school does not record instances of unauthorised absence in its registration procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in October 1996. The headteacher and governors have responded well to all the issues raised in the last inspection report and, overall, improvements have been satisfactory since then. Improvements in the monitoring and evaluation of the quality of teaching and learning by the senior management team have resulted in a significant reduction in the amount of unsatisfactory teaching and an increase in the percentage of good or better teaching. Expectations are higher, particularly at Key Stage 1. There is now a good quality assessment policy in place. Teachers make more effective use of assessment information to match work closely to pupils' individual needs. Effective procedures for tracking pupils' progress are a recent initiative. Schemes of work exist for all subjects and these have recently been reviewed to accommodate the requirements of the new Curriculum 2000. The role of subject co-ordinators has been extended since the previous inspection but, with the exception of the literacy and numeracy, the impact that co-ordinators have on standards in their subjects is limited.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	B	C	
Science	A	B	B	C	

The table shows that standards at the end of Key Stage 2 have remained consistently above the national average. When compared with similar schools, the 1999 results are about average, largely due to a higher proportion than usual of pupils with special educational needs in the year group. Although national comparisons are not yet available, the results of the 2000 national tests indicate that standards are similar to those of 1999. Standards of attainment of the present Year 6 pupils in English, mathematics and science show that these standards are likely to be maintained.

Standards of attainment in information and communication technology are in line with those expected of pupils of their age at the end of both key stages. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages.

Standards of attainment at the end of Key Stage 1 are above those expected of pupils of their age in reading, writing, science, history and music. They are in line with expectations in mathematics, art, design and technology, geography and physical education. Standards of attainment at the end of Key Stage 2 are above expectations in history, music and physical education. Standards are in line with expectations in art, design and technology and geography.

By the time they are five, progress is satisfactory in communication, language and literacy; mathematics; knowledge and understanding of the world; physical and creative development and meet the standards expected of pupils of their age. Children make good progress in their personal, social and emotional development

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and enjoy learning.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, in the playground and on school trips and visits.
Personal development and relationships	Personal development is good. Relationships amongst pupils and between pupils and all adults in the school are very good.
Attendance	Attendance is above the national average, and punctuality is good. The school does not accurately record the few instances of unauthorised absence.

Pupils show a mature approach to their work from an early age. Their very good attitudes and behaviour make a significant contribution to the good progress made by pupils in most of their work.

TEACHING AND LEARNING

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

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

Teachers provide pupils with a wide range of interesting activities, often well matched to pupils' needs, for the children under five and at both key stages. Subject knowledge is good. Literacy and numeracy are taught effectively throughout the school. At Key Stage 2, teachers have especially high expectations and very good classroom management and organisation. Lessons are planned thoroughly by all teachers, but teachers do not provide enough opportunities for pupils to carry out independent research or devise their own experiments and investigations. Taking into account all the lessons seen during the inspection, about two-thirds were good or better, including about twenty per cent which were very good or better. There were instances of excellent teaching at Key Stage 2. The remaining third of lessons were satisfactory. There were no instances of unsatisfactory teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has satisfactory breadth and balance. Provision for extra-curricular activities is very good. Provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	Provision is very good. The integration of physically disabled pupils into the life of the school is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for pupils' moral development is very good; for social development, it is good; and, for spiritual and cultural development, it is satisfactory.
How well the school cares for its pupils	There is a very caring ethos in the school, and pupils feel valued, safe and secure. Procedures for assessing pupils' academic performance and personal development are good. Procedures for child protection and ensuring pupils' welfare are very good.

The very good links with parents and the local community are significant factors in the school's success.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher provides a clear educational direction to the life and work of the school. He is very well supported by the deputy headteacher. All staff carry out their duties conscientiously.
How well the governors fulfil their responsibilities	Very good; the governors have a very good understanding of the challenges facing the school and how these might be tackled.
The school's evaluation of its performance	Good; staff and governors gather a wide range of information about standards and other aspects of school life and use it increasingly effectively to promote school improvement.
The strategic use of resources	Resources are used effectively to support learning. Non-teaching staff are well deployed. The accommodation is used efficiently. Very good use is made of the local area.

Teamwork amongst staff and governors is good and this makes a significant contribution to the consistent way that the school's policies are implemented.

The management of the school budget by the governors is very good. They take considerable care to ensure that the money is spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, make good progress and are well behaved. • Pupils with special needs are fully integrated into the life of the school. • The school promotes good values and morals. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • Their children are encouraged to be mature and responsible. • The school works closely with parents, listens to, and responds to their concerns or suggestions. • Children get about the right amount of work to do at home. 	<ul style="list-style-type: none"> • Some parents were concerned about the effect on their children of high staff turnover in some years. • Some parents were concerned that their children do not get the right amount of homework. • Parents of younger children felt there were insufficient extra-curricular after-school activities for them.

Inspectors support parents' positive comments. Inspectors understand parents' concerns about the effects of staff changes on their children, but judge that the headteacher and governors have managed to minimise effectively the disruption caused. Inspectors noted that the majority of after-school activities were for the older pupils. Inspectors judged that the amount of homework set was

appropriate to the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children in the Foundation Stage make good progress in their personal, social and emotional development. They make satisfactory progress in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and attain the standards expected of their age by the time they are five.

2. The results of the 1999 end of Key Stage 1 national tests showed that standards in reading and writing were in line with the national average. The percentage of pupils exceeding the levels set by the National Curriculum was in line with the national average in reading and above average in writing. Compared with the performance of similar schools, standards in reading were well below average and below average in writing. Although national comparisons are not currently available, the results of the 2000 tests indicate that standards are above average in reading and writing. The vast majority of pupils in the current Year 2 are likely to maintain these good standards. This is an improvement since the last inspection, when standards in reading were reported as average and writing below average.

3. By the end of Key Stage 2, standards in English are well above those found nationally. This is consistent with the most recent national test results. These good standards are the result of improvements in teaching and the effective implementation of the National Literacy Strategy and the Additional Literacy Support programme. Compared with schools of similar background, standards are above average. The vast majority of the present Year 6 pupils are on course to meet, and a significant proportion to exceed, the levels set by the National Curriculum. Progress is good. Standards in handwriting have improved since the last inspection and are now satisfactory.

4. In mathematics, the results of the 1999 end of Key Stage 1 national tests showed that standards were in line with the national average. The percentage of pupils exceeding the levels set by the National Curriculum was close to the national average. Compared with schools with pupils of similar backgrounds, standards were below average. Although national comparisons are not currently available, the results of the 2000 tests indicate that standards are broadly in line with the national average. The performance of the current Year 2 pupils indicates that the 2000 standards are likely to be maintained. This is an improvement since the previous inspection when standards were reported to be below average. The results of the 1999 end of Key Stage 2 national tests showed standards were well above those found nationally and were broadly in line with average for similar schools. The 2000 test results indicate that these standards were maintained. The work of the present Year 6 pupils shows that above average standards are likely to be attained.

5. The results of the 1999 end of Key Stage 1 teacher assessments showed that the percentage of pupils attaining the nationally expected level or above was above the national average and that of similar schools. The results of the 2000 teacher assessments indicate that these standards were maintained. The performance of the present Year 2 pupils indicates that they are continuing to attain above average standards. The results of the 1999 end of Key Stage 2 tests showed standards were above average and in line with those of similar schools. The work of the present Year 6 suggests that above average standards are being maintained.

6. When considering trends over time between 1996 and 1999, standards in English, mathematics and science, as shown by the national test results at the end of Key Stage 2, have remained above the national average and have risen at a rate broadly in line with the national trend.

7. The school has set realistic targets for pupils' attainments in English, mathematics and science at the end of Key Stage 2. Recent results have been close to the targets set. The targets set for pupils in the 2001 national tests are lower than those set for the 2000 tests because the current Year 6 contains a much higher proportion than usual of pupils with special educational needs.

8. In English, pupils' good progress in reading is a result of good teaching, strong support from home and pupils' good attitudes towards books. At Key Stage 1, pupils make good gains in their learning as a result of the systematic teaching of skills. Parents take a great interest in their children's progress and provide considerable support at home. At Key Stage 2, progress is sustained as a result of the use of interesting texts in the literacy hour and pupils' very good attitudes to reading. Pupils develop good writing skills at Key Stage 1. They learn to present their ideas in a sequence and use interesting words and phrases in their stories. Handwriting is well formed and spelling good. At Key Stage 2, the content and structure of pupils' written work is often of a high standard. Pupils' progress is promoted by regular opportunities to write at length in other subjects such as history and religious education. By the end of the Key Stage 2, pupils use paragraphs well, and their writing is often imaginative and lively. Pupils make satisfactory progress in speaking and listening skills at both key stages, but there are not enough planned opportunities for skills to be further extended.

9. In mathematics, pupils make satisfactory progress in numeracy at Key Stage 1. By the end of the key stage, pupils have a sound understanding of place value and use their knowledge effectively to solve addition and subtraction problems. They gain a broad knowledge and understanding of a wide range of mathematical skills and standards are average. At Key Stage 2, pupils build steadily on the secure base established at Key Stage 1 and progress is good. Learning is by manageable steps and pupils develop secure mental strategies. By the end of the key stage, pupils confidently select appropriate strategies to solve problems and competently discuss the approaches they have used.

10. In science, progress is good at both key stages. Pupils are provided with a wide range of interesting investigations and experiments, which are successful in maintaining their interest and curiosity and which develop in pupils a mature scientific attitude. By the end of Key Stage 2, pupils show a secure understanding of why experiments must be carried out systematically and results recorded carefully. They develop a particularly good understanding of how conditions must be controlled in order for results to be valid. Pupils' breadth of knowledge across all aspects of science is good.

11. There are no significant variations in the progress made by pupils of different prior attainment. Teachers are largely successful at matching work to pupils' needs. Special needs, lower attaining and physically disabled pupils are well supported in their work by class teachers and support assistants. Higher attaining pupils are generally challenged by their work. There is a lack of

opportunity for pupils of all abilities to carry out independent research or follow up interests or themes of their own. This is most noticeable in Key Stage 2, where pupils with well-developed skills, for example in mathematics and science, do not get enough chances to apply them in following their own lines of enquiry.

12. In information and communication technology, standards of attainment are in line with national expectations at both key stages and pupils make satisfactory progress. This is an improvement on the standards reported at the time of the previous inspection. By the end of Key Stage 2, pupils have a satisfactory understanding of the function of spreadsheets and word-processing skills are satisfactory. Use of information and communication technology to support research is limited. In religious education, standards are in line with the expectations of the locally agreed syllabus and progress is satisfactory.

13. In other subjects of the curriculum, standards of attainment are in line with those expected for pupils of their age at the end of both key stages in art and design and technology and geography and pupils make satisfactory progress. Standards are in line with those expected in physical education at the end of Key Stage 1. Standards are above those expected at the end of both key stages in history and music and in physical education at the end of Key Stage 2. Pupils make good progress as a result of enthusiastic, well-planned teaching. Standards in art have improved at Key Stage 1 since the previous inspection. Pupils develop a secure knowledge of a wide range of styles and techniques, but have few opportunities to develop an awareness of the art of non-Western cultures. In design and technology, pupils are developing a secure knowledge and understanding of how to evaluate and improve their designs. They develop a good understanding of the need for accuracy. In geography and history, pupils develop good attitudes to the subject as they respond to lively and motivating teaching. They benefit from a wide range of visits to places of interest, both locally and further afield, which successfully extend their learning. In music, pupils receive regular opportunities to sing, play instruments, compose and perform. The strong emphasis on performance helps pupils to be confident at expressing themselves in front of others. In physical education, pupils develop good games skills at both key stages and catch and throw balls in a controlled manner. They work effectively in pairs or groups in gymnastics. Their capacity to evaluate one another's performances is not well developed. Pupils develop a good sense of balance and many are imaginative in their movements.

Pupils' attitudes, values and personal development

14. The very good behaviour of pupils and their positive attitudes towards their work make a significant contribution to the good academic progress made. Standards have been successfully maintained since the previous inspection.

15. Pupils' attitudes to their work in the Foundation Stage and in Key Stage 1 and Key Stage 2 are very good and these make effective contributions to their learning. They enjoy coming to school. They listen attentively in class and whole-school activities and are confident and willing to take an active role. They demonstrate good levels of concentration and enthusiasm and work hard to fulfil any task they have been set. They collaborate well with their peers and exchange views and share opinions in a friendly and caring manner. Most pupils take a pride in their work and show increasing confidence. Pupils with special educational needs are keen to learn and co-operate fully with teachers and support staff. Parents are very pleased with the attitudes and values promoted by the school.

16. The behaviour of pupils in and around the school is consistently very good. The school's discipline policy is used consistently by all staff to encourage and promote good behaviour. Pupils have a clear understanding of the standards of behaviour expected of them. Teachers have high expectations of good behaviour and are consistent in their enforcement of positive behaviour, thoughtfulness and care towards others. Any inappropriate behaviour is dealt with quickly by staff and

issues are discussed fully with pupils. Pupils are effectively encouraged to develop self-discipline and to follow school and classroom rules. They settle into classroom routines quickly at the start of the school day and respond well to any instructions. Their behaviour at lunch-times when supervised by support staff is equally good. Pupils behave courteously and speak confidently to all adults working in the school and to visitors. They show respect for school and each other's property, use equipment and resources sensibly and take responsibility for putting things away. Parents are very supportive of the high standards of behaviour encouraged by the school. There was one exclusion during the academic year.

17. Pupils' personal development is good. They show a lively interest in all the activities they are involved in and relate well to teachers, support staff, parent helpers and each other. They support each other and respect each other's views and feelings in a caring manner. They collaborate within lessons and work well within groups when required. Teachers help them to set targets for improving skills or behaviour and pupils are rewarded appropriately for their efforts. Girls and boys participate in, and enjoy, the good range of extra-curricular activities and peripatetic music tuition provided. They readily accept any responsibility they are given, such as register monitors, and helping during assemblies. They perform such tasks conscientiously and confidently. They are considerate for the well-being of others when playing outside. Older pupils, acting as door monitors, help younger ones without adult prompting at break-times and show an increasing maturity and willingness to accept responsibility. Collective worship successfully reinforces a respect for the beliefs and feelings of others and values such as friendship and teamwork. Staff work successfully to establish very good relationships at every level and this makes a positive contribution to the school ethos.

18. Attendance is good and pupils are generally punctual. Registration periods are well managed and form an efficient and pleasant start to lessons.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good. Of the lessons observed, about two-thirds were good or better, including about twenty per cent which were very good or better. There were instances of excellent teaching at Key Stage 2. The remaining third of lessons were satisfactory. There were no instances of unsatisfactory teaching. The quality of teaching has improved since the previous inspection, when about half the teaching was good or better and eighteen per cent was reported to be unsatisfactory. Teachers have successfully improved their subject knowledge, the quality of their planning and their use of assessment information since the last inspection.

20. The quality of teaching for children in the Foundation Stage is at least satisfactory and about half is good. There are strengths in the quality of activities planned and the effective use of support staff to help individuals, groups of children and those with special educational needs. Relationships between teaching and non-teaching staff are particularly good and make a significant contribution to children's comfort and well-being. Teachers make effective use of the initial assessments made of children's attainment soon after entry into school to plan programmes of work that match their individual needs. Effective use is made of the resources available for indoor and outdoor activities. Resources and displays are not organised to best advantage to make classrooms attractive and stimulating environments. The organisation of resources and presentation of displays are satisfactory but opportunities are missed to make classrooms attractive and stimulating environments.

21. At Key Stage 1, the quality of teaching and learning is at least satisfactory. About forty per cent of lessons observed were good or better. There was an instance of very good teaching in Year 2. In the best lessons, teachers relate pupils' learning to their own experiences and this helps activities to be relevant and interesting. This was the case in a Year 1 history lesson where pupils' own toys were used to develop their sense of chronology. Teachers use questions skilfully to move pupils on in their learning and to help them build on previous knowledge and understanding. This is a common feature of the opening whole-class sessions in literacy lessons. Targets are set for the amount of time pupils are allowed to complete certain tasks and this is successful in encouraging pupils to organise their thoughts and resources quickly and to concentrate on what they have to do. Where teaching is less effective, but is otherwise satisfactory, teachers do not make sure that all pupils are paying attention. This is sometimes the case in physical education lessons.

22. At Key Stage 2, the quality of teaching is very good overall. Of the lessons seen, fifty per cent were good and about forty per cent were very good or better. The remaining lessons were satisfactory. There were instances of excellent teaching in Year 3 and Year 5. The Key Stage 2 teaching staff are some of the most experienced in the school and their combined expertise and subject knowledge make a significant contribution to pupils' progress. High expectations and very good classroom management and organisation are strong features of much of the teaching. In the most successful lessons, teachers demonstrate good subject knowledge and this helps them to respond confidently to pupils' questions. This is particularly apparent in science lessons, where teachers are often called upon to illustrate and explain concepts which pupils find difficult. For example, a Year 5 teacher dealt well with pupils' problems as they tried to understand how to investigate the amount of air contained in different types of soils. Her clear explanations helped several pupils to gain a better understanding of their task. Skilful use of questions to prompt pupils' thinking and encourage them to participate in discussions is a characteristic of good teaching. This occurred in a Year 3 art lesson, where the teacher successfully helped pupils to make good gains in their understanding of how art can be used to express feelings and emotions.

23. There are aspects of successful teaching common to both key stages. Teachers make good use of day-to-day assessments to make adjustments to their future planning. Teachers know their pupils very well and, after reviewing pupils' achievements each day, make appropriate alterations to their lesson plans to match work closely to pupils' needs. In all classes, teachers have very good relationships with their pupils. They are particularly good at valuing what pupils have to say, whether it be appropriate or inaccurate, and this is successful in making pupils feel confident about participating in discussions or answering teachers' questions. A particularly good example of this was observed in a Year 4 science lesson where pupils were offering explanations as to why some solids took longer than others to melt when heated. The teacher responded positively and sensitively to all their ideas and this helped to sustain the quality of the discussion and pupils' involvement in it. Teachers lay great emphasis on encouraging pupils to use the correct vocabulary, for example in design and technology and music. Homework is used effectively to support pupils' learning in literacy and numeracy at both key stages.

24. A less effective feature of teaching at both key stages are the limited opportunities for pupils to carry out independent research or follow their own lines of enquiry. This is most noticeable in science, history and geography, where activities are invariably teacher-directed. Opportunities are missed for pupils to find out for themselves by independent research in books or using information technology. Pupils with secure skills sometimes complete work which merely consolidates what they already know before they move on to more challenging activities. Higher attaining pupils in particular are not able to benefit from devising their own investigations or ways of recording results, for example in mathematics or science.

25. The quality of teaching in both literacy and numeracy is mainly good. Teachers are making effective use of the nationally recommended structures and adapting them to suit the needs of their pupils. The quality of teaching in information and communication technology is good in the computer suite, but there are not enough opportunities for pupils to use their skills back in the classrooms in other subjects of the curriculum. The quality of teaching in religious education is satisfactory. It is no better because pupils do not have enough time to study themes in depth, particularly at Key Stage 1. In art, the quality of teaching is good. Classroom management and organisation are good and resources are well chosen to support the lesson objectives. In design and technology, the quality of teaching is satisfactory. Teachers explain clearly what is required so that pupils are in no doubt as to what they have to do. In geography, the quality of teaching is good. Teachers have a lively approach to the subject and expectations of what pupils can achieve are high. Teaching is of a similarly high standard in history, where an enthusiasm and interest for the subject is successfully conveyed to the pupils. Both geography and history teaching is supported by very good use of trips and visits, which motivate pupils and maintain their interest. The quality of teaching and learning are good in music. Secure subject knowledge and expertise of classroom teachers and instrumental tuition teachers provide pupils with stimulating and interesting musical experiences and pupils make good progress as a result. The quality of teaching is satisfactory at Key Stage 1 in physical education. Pupils tend to make too much noise during lessons, although there is good attention to safety at all times. At Key Stage 2, the quality of teaching is generally better because activities are more demanding and challenging for pupils and they make good progress as a result.

26. The quality of teaching for pupils with special educational needs and the physically disabled pupils is very good at both key stages. Teachers pay close attention to the targets in pupils' individual education plans and review these on a regular basis with the special needs staff. Support assistants play a significant role in pupils' progress. They liaise closely with teachers and the quality of their work with individuals or groups of pupils is of a high standard.

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

27. The quality and range of the curriculum for the children in the Foundation Stage are both satisfactory. The curriculum is relevant and related closely to children's individual needs.

28. Provision is based on national guidelines, called Early Learning Goals. There is no agreed whole-school policy in place to support improvements in provision, although a draft policy is being considered by governors for implementation as soon as possible.

29. The curriculum for pupils at Key Stage 1 and Key Stage 2 is broad and balanced and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Sex education and drug mis-use are effectively covered. French is taught as an additional subject to Year 6 pupils. The National Literacy and Numeracy Strategies have been successfully implemented. The curriculum is planned effectively to provide pupils with a wide range of interesting and relevant opportunities, usually well matched to pupils' needs. The time allocated to all subjects is appropriate, with the exception of religious education at Key Stage 1, where the time allocated to the subject is lower than might be expected. Information technology and communication skills are taught successfully in the computer suite but are not applied effectively enough in other subjects of the curriculum. The school has effective strategies for teaching the basic skills of literacy and numeracy, providing opportunities for high achievement and offering pupils interesting and purposeful

activities. The statutory curriculum is successfully extended by a range of stimulating and interesting extra-curricular activities. The great majority of these are for pupils in Key Stage 2. The programme is well balanced and offers sporting, aesthetic, creative and intellectual activities. The curriculum is socially inclusive and is successful in offering equality of access and opportunity for all pupils. The curriculum is extended further by effective links with local secondary schools.

30. Very good provision is made for pupils with special educational needs. Pupils' difficulties are often identified at an early age. Individual education plans are well written and contain precise, measurable targets for pupils to achieve. These targets are reviewed at regular intervals. The close involvement of classroom assistants in pupils' learning and expertise makes a significant contribution to the good quality of the provision.

31. Parents value the strong sense of community throughout the school and the very caring and supportive environment in which pupils are valued and are encouraged to do their best. The aims of the school are based on clear moral values and include a commitment to provide for pupils' emotional, cultural and spiritual development. The headteacher and all adults in the school present positive and effective role models in their daily relationships with pupils. From the parents' meeting and the responses to the questionnaire, it is clear that parents are confident that school helps their children to understand the difference between right and wrong, to care for others, and to relate well to others.

32. The curriculum contains an effective personal and social development programme to help pupils become more knowledgeable about themselves, the responsibilities of citizenship, the wider world and current issues, and healthy and safe living. Personal and social development and citizenship are taught either in weekly personal and social education sessions or class assemblies, and are well supported by work in class themes and the science curriculum. In a Year 4 class assembly, pupils considered events in the news, including the Greek ferry disaster, thinking about the courage of the passengers and the rescuers on the ferry, and also talked about the Olympic Games and the values they promote of trying and taking part.

33. Since the last inspection, the school has improved the provision for collective worship and, over each week, pupils take part in whole school, class and key stage assemblies, as well as a hymn practice. Assemblies generally include a short prayer and the retelling of stories to illustrate and share moral and religious values from the Old and New Testaments, as well as traditional tales from around the world. However, to fully meet the requirement for a daily act of collective worship for all pupils, the school should avoid the current practice of withdrawing a small number of pupils from full, key stage and class assemblies for extra help with reading, target setting, music lessons or finishing class work.

34. Provision for pupils' spiritual development is satisfactory. As was reported at the last inspection, the focus in collective worship is still mainly on moral and social values, and the spiritual dimension of worship is more limited. There are occasions when spiritual development is promoted well. For example, in a Reception class, pupils listened with a sense of awe and wonder to the sound of wind chimes and were successfully encouraged to reflect on how fortunate they are to be able to hear wonderful sounds such as bird song. In a class assembly, pupils listened spellbound to the story of 'The Selfish Giant', but then were only briefly given a moment to reflect on what they had heard. In religious education lessons, pupils study the values and beliefs of different faiths, and through science they develop knowledge of the natural world. These contribute effectively to pupils' spiritual development. However, in the curriculum as a whole, teachers do not plan opportunities to develop pupils' spiritual awareness and the emphasis in the majority of lessons is on facts, acquiring skills and completing tasks, with few opportunities for reflection, questioning, or exploring meaning, purpose and values.

35. The promotion of pupils' moral development is very good. Staff encourage good relationships between pupils in lessons and pupils respond positively to staff as good role models. Clear guidance is given, for example on expected standards of behaviour and good manners. Pupils clearly know what is expected of them, even though many of the school rules are not written down. Pupils are reminded of shared values and principles in assemblies. In classrooms, effort and improvement are recognised through praise. The school has an effective behaviour and discipline policy and home-school agreement. These are shared with parents and stress positive reinforcement of good behaviour and the use of praise rather than criticism to promote positive attitudes. Teaching and non-teaching staff are consistent in implementing and supporting the behaviour policy and in the emphasis on positive aspects of pupils' behaviour, rather than noting poor behaviour. When sanctions are used, pupils have a clear appreciation of the seriousness of their behaviour. Pupils who have behaviour difficulties are effectively helped to improve through a system of targets and rewards.

36. The promotion of pupils' social development is good. Pupils are successfully encouraged to work together, to take turns and to share resources. In lessons, pupils are expected to get on with their work without disturbing the teacher while he or she is working with another group. Residential visits are particularly effective in providing pupils with opportunities to know their peers and teachers better and to develop more mature relationships in preparation for the wider horizons of secondary school. In the recently revised personal, social and health education programme, and in some assemblies, pupils are given good opportunities to think about themselves, relationships and the effect of their actions on others. Pupils undertake a wide range of tasks that help with the smooth running of the school and carry these out in a very responsible manner. Many pupils, particularly in Key Stage 2, are mature and articulate, with sensible views and opinions about the strengths of the school and aspects which could be improved. However, there are very few opportunities for them to pass these views on to staff and governors. Pupils told the inspectors they would like to have the opportunity to voice their opinions and contribute more fully to the development of the school.

37. The provision for pupils' cultural development is satisfactory. Pupils are encouraged to understand the cultural traditions of their own area and the wider community through a well-balanced programme of visits and visitors. Teacher exchanges with, for example, staff from Australia and New Zealand, are effective in giving pupils experiences of the wider world. Pupils benefit from an extensive programme of visits to places of historical, geographical and cultural interest. There is only a very limited recognition of multicultural diversity, either in lessons, resources, display, or through visits or visitors. There are too few planned opportunities to celebrate and recognise the richness and diversity of non-European cultural traditions in, for example art, music, science, English, mathematics or geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes very good care of its pupils. Parents are very appreciative of the high standards of care given and are confident that teachers and support staff know their children well. Standards have been successfully maintained since the last inspection.

39. The school's arrangements for child protection are very good. There is a well thought out child protection policy and the school liaises closely with other agencies where there are concerns. All members of staff are aware of procedures and are very responsive to pupils' needs. Pupils appreciate how well all staff help them to do their best in lessons. The school has been effective in promoting a very positive ethos, in which pupils are valued as individuals. Pupils feel safe in school and are confident that staff will deal with concerns effectively. Parents value how quickly the school identifies

and deals with any problems. Parents are very appreciative of the induction programme, and are pleased with how well the youngest children settle into school. All members of staff show a high level of sensitivity in the support and encouragement given to pupils with physical disabilities so that they are fully integrated into the class. For example, teachers have planned how activities, such as the warm-up in physical education, can be adjusted and modified for pupils in wheelchairs to enable them to work alongside the other pupils. The success of their inclusion is a strength of the school and effectively promotes pupils' personal development.

40. Procedures for monitoring and promoting good behaviour are good. Since the last inspection, there has been an emphasis on developing positive strategies for promoting positive attitudes and behaviour and on pupils' personal development. Adults are generally consistent in their expectation and promotion of good standards of behaviour and politeness. During lessons, individual good behaviour and effort are often praised. The school successfully promotes an awareness of care and concern for others and an anti-bullying climate. For example, Year 3 pupils had a mature discussion about bullying, and how people might feel if they were bullies or the victim.

41. The school effectively promotes good attendance and pupil welfare by following up all unexplained absences each day. Parents are reminded of attendance procedures and the need for good attendance in letters home. Patterns of non-attendance are carefully monitored and holidays in term time are discouraged. Concerns about poor or intermittent attendance and punctuality are discussed with the families involved. However, until the school correctly records as unauthorised the few cases of unnecessary or unexplained absences or holidays without prior permission, parents will not be effectively discouraged from keeping children off school without good reason.

42. The school has very good procedures and arrangements for dealing with sick and injured pupils. A good number of staff have appropriate levels of first-aid training and there is a well-planned duty rota for first-aid cover. Illnesses, incidents, injuries and treatments given are effectively dealt with and recorded in the well-equipped medical room. Pupils who have had a bump wear a sticker so that teachers can keep an eye on them during the rest of the day. The school cares very effectively and very sensitively with pupils with physical disabilities or who need particular attention because of medical problems or other difficulties. The school has very good relationships and liaises very effectively with specialist medical staff and visiting therapists.

43. Pupils are well supervised at work, at play and on school trips and generous levels of care and support are provided to enable pupils with physical disabilities to take a full part in all visits, including residential ones. There are appropriate arrangements for supervision at break-times and at lunchtime. In the playground, there is a good variety of areas marked out for playground games, and a well equipped adventure playground area. However, active and boisterous games and ball games tend to dominate the play areas, resulting in a number of minor bumps and scrapes at lunchtime. Pupils have suggested there should be some quieter sheltered areas protected from the balls and boisterous play, with tables and chairs for more contemplative and social activities.

44. The school has made very good improvement since the last inspection in its procedures for assessing pupil's attainments and progress, which were judged to be unsatisfactory. Assessment procedures are now good and are used effectively to show pupils' positive improvement. The substantial improvements are largely due to the direction given by the senior management team and the assessment co-ordinator and the hard work of teachers and the governing body.

45. The school has a very good detailed assessment policy that is followed successfully by the staff. There are regular assessments in all subjects. The thorough assessments carried out in English and mathematics enable teachers to monitor the progress of individual pupils closely. Teachers meet to

moderate work in these subjects to ensure they maintain a clear understanding of the levels of attainment set out in the National Curriculum and to ensure the accuracy of their assessments.

46. The assessment co-ordinator and headteacher make effective use of information technology to store and analyse data. National test statistics are shared amongst staff and governors to identify strengths and weaknesses in curricular provision and gender issues and to take action in an effort to improve standards. Results of formalised tests and tasks are used to set pupils' targets in English and mathematics. Parents, teachers and pupils agree these targets; a great amount of time is well spent on this process and is appreciated by pupils and parents. The targets are well written and successfully motivate and challenge pupils to improve their work and raise standards. The success of individual target setting is largely due to the close involvement of pupils in monitoring their own learning. Pupils are prepared well for national tests at the end of each key stage.

47. Assessment information is used effectively on a daily and weekly basis to plan work to match the differing needs of pupils. Effective early assessments are made at the Foundation Stage and are used well to plan individual programmes of work. The school has begun to monitor or 'track' pupils' progress using a computer software program. Governors, who are well informed and interested in all new developments, are carefully following the implementation of this new venture. They understand the importance of linking data with ways in which pupils' attainment and progress can be improved. All pupils have an assessment book and, as they progress through the school, class teachers keep pupils' cumulative records. The assessment books contain the results of assessments from the start of school, and national test results carried out at the end of each key stage. They also provide details of the pupils' performance in other tests and information about work in other subjects. They provide useful information about the progress that each child has made from year to year. Assessment procedures include supplying information to parents in annual reports and to parents of pupils whose children are on the school's register of special educational needs about their children's progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The relationship between the school and its parents is a strength of the school.

49. Parents and carers are very supportive of the school and the values it promotes. They appreciate that they are actively encouraged to be involved in the life and the work of the school, that their views are often sought by the governors and that members of staff listen to their concerns. They find the headteacher and staff approachable and supportive. The headteacher and the very pro-active governors consult parents and keep them well informed about all areas of school life. Parents' views are sought both informally at social and school events and more formally through questionnaires, including questionnaires for prospective parents. Parents value the useful information they receive from the school about events and activities, through letters home, class letters, and also the very informative Friends of the School newsletter.

50. The school provides a very good range of informal and formal opportunities for parents to be involved with their children's learning and the life and work of the school. Curriculum meetings on the introduction of literacy and numeracy were very well attended and there are useful plans for workshops on a range of topics and developments to be continued on a regular basis. The governors' annual meeting for parents has a theme, with talks, interactive displays and demonstrations and, as a result, is well attended. Parents particularly appreciate how the regular consultation meetings are organised to provide a choice of time and day for maximum flexibility and convenience. Pupils are involved in setting targets for improvement in areas such as literacy and numeracy and personal development, and these are discussed with parents at the consultation meetings. The annual pupil

reports briefly describe what work has been covered in each subject. In the core subjects of English, mathematics and science, teachers provide some appropriate targets for development and judgements on how well pupils are doing. However, in other subjects, the reports do not give a clear indication of achievement or areas for improvement.

51. The school makes very good use of the personal and professional skills of parents and other friends of the school. Parents support pupils' learning through homework, and make very perceptive comments in the home reading diaries, which help teachers assess progress and areas for development. A large number of parents and friends of the school help regularly during the school day, for example reading with pupils, running the library, helping in class and with extra-curricular activities. Parents and friends of the school provide very valuable help with visits and trips to ensure pupils' safety and well being. Approximately one hundred people are thanked at an annual tea party for the help they have given over the year. The commitment and contribution of parents are much appreciated and valued by teachers. Pupils told the inspectors how much they enjoy having so many extra adults helping in school.

52. The active and hard working Friends of the School Association organises a very full and varied programme of social events and activities. As a result of their work and the high level of support given by the parent body, very significant and generous funds are raised to extend the school curriculum and school environment. Their lively and well-presented newsletter keeps parents well informed about what is happening, about forthcoming events, and what help is needed. The school makes very good use of parents' professional skills to improve and enrich the school in practical and tangible ways. Through the generosity and hard work of the parents, the school now has a very well equipped information technology suite and two new classrooms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management provided by the headteacher and governors are good. The headteacher, supported very effectively by the deputy headteacher, provides positive leadership and a clear indication as to the school's future development. Together, the headteacher and deputy have a good understanding of the school's strengths and weaknesses. The headteacher has established good teamwork amongst the staff and has worked very effectively to create strong links with parents and the local community. All teaching and non-teaching staff share a commitment to raising standards and maintaining the school's good reputation in the local area. Staff work hard to make their individual contributions more effective. As a result, pupils' behaviour and attitudes to lessons are very good, relationships within the school are very good and the school's aims and values are reflected strongly in its work.

54. The members of the senior management team support the headteacher well in monitoring and evaluating the quality of teaching and learning. All members of staff are observed teaching over time and the headteacher holds interviews with teachers to discuss areas for improvement and possible training requirements. Subject co-ordinators have a satisfactory understanding of standards in their subjects through discussions with colleagues and access to their planning. However, their role does not involve sufficiently critical analysis of planning and the quality of teaching and learning and so the impact they have on raising standards is limited. The exception to this is the work of the literacy and numeracy co-ordinators which, over the last two years, has had a significant impact on raising standards. The headteacher and governors are aware of the successful practice evident in the work of the literacy and numeracy co-ordinators and have useful plans to extend the role of the other subject co-ordinators over the next twelve months based on their example.

55. Arrangements to co-ordinate the provision for pupils with special educational needs are very good. The head of department for pupils with physical disabilities and the special needs co-ordinator monitor pupils' individual education plans systematically and effectively. Pupils' progress is discussed with class teachers and support assistants, both formally and informally, on a regular basis. Class teachers pay close attention to targets in individual education plans when planning their lessons and work closely with classroom support staff. Parents are kept fully informed and involved in their children's progress.

56. The governing body is very effective in fulfilling its statutory responsibilities. Governors' understanding of the challenges facing the school over the next few years is impressive. They have a very clear view of improvements that could be made in the life and work of the school and ways of achieving them. An example of their considerable knowledge and expertise is the fact that the governors, in consultation with the headteacher and other members of staff where appropriate, write the action plans for all the priorities included in the school improvement plan, including the success criteria. As a result, they successfully evaluate the effectiveness of their decisions on a regular basis and work closely with the headteacher in shaping the future direction of the school.

57. The school's financial management is very good, as it was at the time of the previous inspection. All developments in the school improvement plan are carefully costed and spending is clearly linked to raising standards. For example, the recent construction of a computer suite and two new classrooms was planned specifically to raise standards in information and communication technology and to improve the quality of teaching and learning by reducing class sizes. Effective use was made of special grants, and funds received from the Friends of the school, to support both of these ventures. The governors apply well the principles of best value when making decisions, with close attention given to possible alternatives. The grants received for pupils with special educational needs and the physically disabled are used very well in supporting these pupils. Although computers are used well in the administration of the school and for teaching computer skills to pupils, they are not yet used sufficiently to support learning in all subjects of the curriculum. The school bursar and headteacher carry out day-to-day financial management efficiently, and the governors monitor spending carefully. All the minor issues raised in the last auditors' report, such as the setting up of a register of governors' pecuniary interests, have been addressed.

58. The school is fully staffed with a good balance of age and experience. Some staff members having substantial primary experience and they provide good support for those with more limited experience. The school has undergone considerable upheaval and change amongst its staff over the last and present academic years, largely due to unforeseen staff absences. During the period of the inspection, some subjects were without co-ordinators because of staff absence or staffing changes. Despite the difficulties associated with such changes, the governors and the headteacher have effectively minimised delays in curriculum development. Classroom assistants provide good support to class teachers and make a significant contribution to pupils' progress. Teachers work closely with assistants, who are always well prepared for lessons. Teachers and assistants supporting pupils with special educational needs make a good contribution to the quality of education for these pupils.

59. The school has an effective induction and mentoring system in place. A comprehensive staff handbook provides positive support to both teachers new to the school and supply teachers. Newly-qualified teachers and those new to the school are supported well. All staff members have clear job descriptions that provide guidance on their roles and are fully aware of both their own and others' roles and responsibilities. Within the constraints created by recent staff changes, they are well deployed to make the most effective use of their skills and knowledge. Subject co-ordinators are given non-contact time in order to manage their subject areas and some monitoring of classroom practice has been

undertaken, although, as yet, this is not consistent practice for all co-ordinators.

The governors are closely involved with all aspects of curriculum development. The curriculum is well managed and developed through regular staff meetings and a good programme of in-service training. The school is also well supported by the administrative staff, caretaker and lunch-time support staff who all contribute to the positive ethos of the school.

60. Arrangements for the appraisal of staff meet national requirements and appraisal is used to inform the management of teachers' professional development needs. Staff attend a wide range of training provided by the local education authority, as well as participating in the school's own professional development programme.

61. Classroom accommodation is mainly used effectively and efficiently. Accommodation for the children under five is satisfactory, but the secure outside play area, although well used, is limited in size. The single storey building is fitted effectively with ramps and pupils in wheelchairs have full access to all facilities. The hall is of suitable size for assemblies and physical education, but space is restricted as a consequence of storage of gymnastic and other school equipment and has implications for the safety of pupils travelling at speed during physical education lessons. The new computer suite is a very good addition to the accommodation, but has severely restricted the space available for the school library. The library is underused as a resource for independent research. However, the governors have plans to build a new library within the next twelve months. A well-equipped food technology room, a music room, a large games field, an environmental area, an adventure playground and an outdoor swimming pool make an important contribution to pupils' learning. The learning environment is enhanced to some extent by displays of pupils' work, but there is a marked lack of displays with which pupils can interact and pupils' writing, pictures and drawings are not always mounted to best advantage.

62. Learning resources are generally of satisfactory quality and quantity in all subjects. In English, pupils sometimes have to share one set book between three. The quality of books in the library is adequate, as is the quantity of fiction, but the stock of non-fiction books is barely adequate. However, those available are well used. The resources for music and information communication technology are good and the recently purchased religious education artefacts make a significant contribution to this subject's resources. The school has recently purchased modern computer hardware and its use has had an immediate beneficial impact on pupil's attitudes and attainment in information communication technology. Some of the resources available for the children under five have been well used and, as a result, are in need of refurbishment or updating to help make the classrooms more colourful and inviting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To raise standards further, the governors, headteacher and staff should:

- include more opportunities in the curriculum for pupils to carry out independent research and follow their own lines of enquiry;
(Paragraphs: 11, 24, 94, 105, 108, 131)
- implement as soon as possible existing plans to extend the monitoring and evaluation work of subject co-ordinators so that:
 - they critically analyse teachers' planning;
 - they have the opportunity to observe their colleagues teaching;(Paragraphs: 54, 59, 109, 115, 132, 157)
- create more opportunities for pupils to use the information technology skills they learn in the computer suite to support their learning in other areas of the curriculum;
(Paragraphs: 25, 57, 135, 137)
- ensure that registers are completed in line with statutory requirements to include the few instances of unauthorised absence that occur each year.
(Paragraph: 41)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Create opportunities for pupils to pass on their views and opinions to staff and governors so that they can contribute more fully to the development of the school.

(Paragraph: 36)

Review the amount of time allocated to religious education at Key Stage 1, so that lesson themes may be studied in more depth.

(Paragraphs: 2, 29, 34, 154, 157)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	46	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	8	382
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	0	79

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	1
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	24	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	35
	Girls	21	23	23
	Total	51	54	58
Percentage of pupils at NC level 2 or above	School	82 (87)	87 (94)	93 (88)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	35	36
	Girls	22	23	23
	Total	54	58	59
Percentage of pupils at NC level 2 or above	School	86 (92)	93 (88)	95 (84)
	National	82 (81)	86 (85)	87 (86)

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
	1999	27	19	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	22
	Girls	18	17	18
	Total	36	37	40
Percentage of pupils at NC level 4 or above	School	78 (91)	80 (82)	87 (87)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	21
	Girls	16	16	16
	Total	33	35	37
Percentage of pupils	School	72 (93)	76 (93)	80 (93)

at NC level 4 or above	National	68 (65)	69 (65)	75 (71)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	319
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	1	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)	14.8
Number of pupils per qualified teacher	25.8
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	244

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	13.3
Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	1998/99
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	£
Total income	685,042
Total expenditure	711,285
Expenditure per pupil	1,853
Balance brought forward from previous year	19,410
Balance carried forward to next year	-6,833

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	0
My child is making good progress in school.	52	42	2	2	2
Behaviour in the school is good.	55	41	3	0	1
My child gets the right amount of work to do at home.	36	39	14	3	3
The teaching is good.	58	37	2	0	2
I am kept well informed about how my child is getting on.	44	42	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	74	21	2	3	1
The school expects my child to work hard and achieve his or her best.	66	30	3	1	0
The school works closely with parents.	62	32	2	2	1
The school is well led and managed.	66	30	0	3	2
The school is helping my child become mature and responsible.	65	32	2	0	2
The school provides an interesting range of activities outside lessons.	37	41	12	2	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children are catered for in two Reception classes according to their age; the oldest in one and the youngest in another. They are admitted in the September of the year in which they are five. Initially, the youngest children attend on a part-time basis only. In January, a third class will be opened to take into school children who will be three plus years of age, creating a Nursery class.

65. The school has good admission arrangements. Children and parents visit the school on two occasions prior to entry, and parents are given good quality information on the day-to-day routines and the curriculum provided. Parents' contribution to school life is very good and there are very good home-school links. Parents report that they are pleased with the way their children begin their school life.

66. At the time of the inspection, children had been in school only a very short period of time, two and a half weeks. During this time, teachers and welfare assistants have established good relationships with the children and parents and are successful in establishing classroom rules and codes of behaviour. As a result, children are happy and pleased to come to school.

67. The level of attainment on entry for children under five is broadly in line with the national average. By the end of their time in the Reception classes, the vast majority of children achieve the nationally recommended Early Learning Goals in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development. The teaching in these areas is often good, as is the support of welfare assistants and parents, who are well briefed in their roles. Planning is satisfactory and the management of children is good, whilst the interaction between children and adults is most effective. These factors help to promote the sound learning seen in the Reception classes. Standards are similar to those reported at the time of the previous inspection.

68. There is no school policy to guide staff in the development of children's learning. The co-ordinator is currently working on a policy statement and the governors and headteacher are aware that the completion of this policy is a major priority in the school improvement plan.

Personal, social and emotional development

69. Children settle very quickly into the routines of the Reception classes and enjoy coming to school. They quickly develop confidence and grow in self-esteem, making good progress in the acquisition of social skills. Children behave in appropriate ways and are aware of right from wrong. Teachers spend a long time explaining to children how to behave and plan into the daily routines times for moral stories to be read to illustrate the importance of politeness, good manners and caring for each other. Children treat resources and their environment with care. Children are happy and confident and establish effective relationships with other children and adults. They work well independently or as part of a group. Their concentration and perseverance develop well. The quality of teaching is good. Staff help to keep children on task by making learning interesting. Children are generally interested in the activities they are set but, on occasions, when members of staff are concentrating on teaching others, their interest and learning wanes. They demonstrate independence in selecting an activity or resource and in dressing and personal hygiene. They are most considerate

of others, particularly the physically disabled children, take turns, share fairly and understand the principle of standing in a queue. Children are very competent at putting away the equipment at the end of a session. They look for missing pieces and delight in teachers' praise for their assistance. Teachers and class assistants provide good role models and the necessary support for children to grow in confidence.

Communication, language and literacy

70. Children attain the expected standards by the time they are five and make satisfactory progress. The quality of teaching is satisfactory. The vast majority listen well, with increasing understanding, and talk confidently in formal and informal situations. For example, children retell events in their lives with fluency and interest to the listener. Children speak clearly and have a good vocabulary for their age. They take note of the individual or group they are talking to, including the teacher, welfare assistants, visitors to the school or other children and respond appropriately. In both Reception classes, the children enjoy listening to stories and readily share books with each other and adults.

71. Children have well developed book skills. They know how to handle a book and recognise the difference between picture and text and the first word to be read in the book. They recognise their own name and begin to recognise the initial sounds of some familiar words. In their writing, they use pictures, symbols and letters to communicate meanings, showing an awareness of some of the different purposes of writing. A few children copy words and have started to write independently.

72. The appearance of book corners, reading and writing areas is satisfactory, but could be made more attractive and appealing to the children. Members of staff are aware of the need to encourage children into these areas to practise skills learnt during formal activities. Computers and tape recorders are not used effectively enough to encourage children's enjoyment of reading and writing.

Mathematics

73. By the time the children are five, they attain the expectation for their age and make satisfactory progress. Children enjoy the challenge of mathematics. The quality of teaching is good. Teachers are very good at explaining and enjoy teaching this subject. Some children count to ten and many count and order numbers beyond ten. They develop a satisfactory awareness of pattern as teachers plan tasks which successfully encourage children to look for patterns of colour and objects. Children enjoy the sand and water trays and some were observed filling up containers using smaller containers as measuring units. Teachers successfully promote these activities to develop children's understanding of capacity and volume. Teachers pay particular attention to extending children's mathematical vocabulary and this is successful in improving children's mathematical knowledge.

Knowledge and understanding of the world

74. Children make satisfactory progress in this area of learning and, by the time they are five, most children achieve the Early Learning Goals. The quality of teaching is satisfactory. The children build successfully on their previous knowledge and this helps them understand more about themselves. Through the theme 'Ourselves', children explore their senses, for example using mirrors to observe their facial features and make delightful self-portraits. They have looked most carefully, not only at their features, but also expressions. There are very good drawings of faces showing eyelashes, pupils, and ears in the correct place, as well as smiles and raised eyebrows! They use other senses, such as smell and touch, to notice similarities and differences. Teachers are aware that classroom displays related to the theme do not provide inter-active experiences for the children to help them be independent in their learning and further their natural curiosity. Children discuss the weather and their

journey to school and this helps them develop knowledge of the world around them. Children use computers to gain experience of controlling the mouse. They use tape recorders, but only under close supervision and have limited experience of stopping and starting tapes. Children have daily opportunities to explore the outdoor environment, but the immediate enclosed area is very small and generally used as a play area for one class. Members of staff ensure children have daily opportunities to use construction equipment. Children make models that move and have a good sense of how things join together. Children are proud of their results and put them on a display surface.

Physical development

75. Children make satisfactory progress in their physical development and, by the time they are five, nearly all reach the expected standards and achieve the Early Learning Goals. The quality of teaching is satisfactory. Staff know the limitations of the small enclosed play area where children have the use of bikes and trikes, and have put together a programme for children's development using the school hall and playground. Children move confidently inside and outside the classrooms; they are aware of space and rarely bump into each other. In the playground, they jump, run at speed, stretch and balance. In the enclosed area, they move the scooter and trike with good control, manoeuvring around obstacles of flowerbeds and ramps. Physically disabled children join in all activities; the staff and children are sensitive to their particular disabilities. Children use a good range of small equipment such as scissors, paintbrushes, crayons and pencils. Some show reasonable control of the small equipment and staff provide daily opportunities for children to develop their skills.

Creative development

76. Children make satisfactory progress and achieve the Early Learning Goals by the time that they are five. The quality of teaching is satisfactory. They explore sound in an imaginative way. For example, children listened with amazement and wonder at the sound of wind chimes in a class assembly. They were captivated by the sound and listened well. The sound reminded them of 'stars singing' and 'night-time feeling sleepy'. The teacher had successfully achieved a feeling of inner calm during this class assembly. Teachers sing enthusiastically with children and this helps them to appreciate rhythm by clapping and making the session fun with actions. Children keep a steady rhythm when singing. Welfare staff successfully encourage physically disabled children to join in the class in enjoying singing action songs. There is a satisfactory range of creative activities planned for children. Children show developing skills as they explore a range of materials, including paint, sand, crayons and glue. There are good opportunities for children to experience imaginative role-play with tabletop toys. However, opportunities are missed to further develop children's purposeful play in the large role-play areas.

77. Teaching is never less than satisfactory and in about half the lessons it is good. It is effective in enabling children to make satisfactory progress in all areas of their development. There are good working relationships between staff and children. Activities are thoroughly planned and tasks generally matched to the needs of the children. At the time of inspection, teachers were carrying out initial assessments of pupils' attainment, called baseline assessments. Assessment is a good feature and used most effectively to identify individual targets and inform planning. Teachers, welfare staff and support staff for the physically disabled work effectively as a team and this contributes significantly to the quality of children's learning. Resources vary in quality and quantity. Some of them are well used and have lost their colour and freshness and this reduces the overall impact of the classrooms as stimulating and inviting environments.

THE WORK OF THE UNIT FOR PHYSICALLY DISABLED PUPILS

78. The school makes very good provision for eight pupils with physical disabilities.

79. All are fully included in all subjects. Pupils receive their curriculum entitlement and make very good progress. Pupils are integrated into the life of the school on an individually planned basis. Other pupils in the school demonstrate high quality care and sensitivity to the dignity and privacy of these pupils. Integration of the physically disabled pupils into all classroom activities is excellent and the levels of care and attention shown to these pupils are outstanding.

80. The teacher in charge provides very good co-ordination of the pupils' care and learning. She liaises effectively with classroom teachers and classroom assistants, as well as physiotherapists, occupational therapists and other members of the support services. Pupils begin the day in the unit, where some receive physiotherapy, and then transfer to their year group classes, where they join in the normal class routines. The school has worked hard to ensure that all aspects of the curriculum, including physical education, are available for these pupils. Parents are very pleased with the way pupils are integrated into the daily life of the school.

81. Resources in the unit are of good quality. Adaptations have been made to some resources in classrooms, such as desks, to accommodate pupils' wheelchairs. Pupils benefit from using the full range of resources available to all other pupils in the school. However, the school does not have access to, nor the technical support to help them use, specialist equipment which would improve the quality of learning of some of these pupils.

ENGLISH

82. The results of the 1999 national tests and assessments at the end of Key Stage 1 showed that, in reading and writing, the percentage of pupils attaining the expected level or above was in line with the national average. Compared to schools of similar background, standards were well below average. Although there are no national comparisons available, the results of the 2000 national tests and assessments indicate that standards were similar to those of 1999. These standards are similar to those reported at the time of the previous inspection. Trends over the four years 1996 to 1999 show that standards were higher in 1997 and 1998. The reason for the variations in standards is the significant differences in the level of attainment on entry of each intake, or cohort, of pupils. Evidence from the inspection indicates that the majority of pupils in the current Year 2 are well placed to exceed standards expected nationally by the end of the key stage.

83. The results of the 1999 national tests at the end of Key Stage 2 showed that the percentage of pupils attaining the expected level or above was well above the national average. Compared to schools of similar backgrounds, standards were above average. Although national comparisons are not available, the results of the 2000 national tests indicate that these standards have been maintained. Trends over the four years 1996 to 1999 show that attainment has remained above the national average. Inspection evidence shows that the current Year 6 pupils are likely to achieve standards similar to those of 2000. There are no significant differences between the performance of boys and girls at both key stages. Standards in reading and writing have improved since the last inspection when they were reported as generally average and below average respectively. The majority of pupils are confident communicators, but are still not using standard English to explain things to each other. Standards in handwriting have improved since the last inspection and are satisfactory. Improvements at both key stages are largely due to improved teaching methods and the effectiveness of the National Literacy Strategy.

84. At both key stages, pupils with special educational needs and statements of special educational needs make good progress towards the targets set in their individual education plans.

85. Pupils make satisfactory progress in speaking and listening at both key stages. At Key Stage 1, pupils develop confidence in talking and begin to listen carefully with increasing awareness and understanding. These skills are particularly evident during the whole-class elements of the literacy hour, when pupils respond well to the texts being studied. Year 1 pupils demonstrate a satisfactory ability to explain their ideas clearly and use a satisfactory range of vocabulary. They do not always recognise that a more formal tone is required in some situations. At Key Stage 2, the pupils build effectively on these skills. Their growing vocabulary gives them confidence to join in discussions and talk freely about their work. They listen with interest to the views of others and draw effectively on their increasing general knowledge to convey thoughts and ideas. By the end of Key Stage 2, the vast majority of pupils talk and listen with confidence in a range of situations and adapt language for specific purposes. Higher attaining pupils are very articulate and hold mature conversations with adults on a range of subjects.

86. In reading, pupils, including those with special educational needs, make good progress at both key stages. At Key Stage 1, pupils benefit from systematic teaching of skills with a significant emphasis on the use of phonics. The home-school reading scheme is well supported by parents and makes an important contribution to the good progress pupils make. The vast majority of pupils at Key Stage 1 are good readers and successfully use a range of strategies when learning to read unfamiliar words. Opportunities for independent research and learning are limited and, as a result, pupils' library skills are less well developed. A significant number of pupils are unable to

differentiate between fiction and non-fiction books. Higher attaining pupils express preferences for particular books and their authors. They show a good understanding of what they have read. For example, they provide detailed accounts of stories and predict likely outcomes.

87. Pupils at Key Stage 2 read with increasing confidence and competence. Many read widely and demonstrate good levels of fluency and accuracy. They read with good expression from a range of stories and poems and have satisfactory library and computer skills to locate information. Higher attaining pupils read a wide selection of books. They talk enthusiastically about their reading, discuss characters, plot and style of writing and provide evidence to support their opinions and views.

88. Pupils make good progress in writing at both key stages and standards are above average. An important factor is the additional opportunities pupils receive to engage in extended writing, particularly in other subjects such as history and geography. Key Stage 1 pupils make good progress in their ability to present their ideas in a sequence of sentences, making accurate use of full stops and capital letters. Higher attaining pupils show a good understanding of story language and their writing is often well organised, imaginative and clear. They use appropriate grammar and spell accurately with correct punctuation. By the end of Key Stage 2, pupils' writing is often lively, thoughtful and well punctuated. They use paragraphs well and show good skills in writing well-structured narrative. Information technology is underused to support writing at both key stages and pupils get few opportunities to word-process their work.

89. Progress in literacy lessons is mainly good at both key stages. There is clear evidence of pupils extending their skills in reading and spelling and their understanding of grammar and formal English. In addition, most pupils make good use of speaking and listening, reading and writing skills in other subjects such as history, geography and religious education. Good opportunities are provided for pupils to apply new skills acquired during literacy lessons in extended writing. For example, Key Stage 1 pupils wrote accounts of how an electric circuit works in science and, in history, wrote about the events of the 'Gunpowder Plot'.

90. Although most elements of the literacy hour are effectively addressed, the quality of sessions at the end of lessons varies. Pupils are occasionally given insufficient time for the purpose of the lesson to be reviewed and reflected upon.

91. Pupils respond very well in lessons and enjoy their work. For many pupils, literacy is their favourite lesson. Behaviour is of a consistently high standard. Pupils often make perceptive contributions during whole-class text and word level work. The vast majority of pupils listen well and sustain interest for appreciable amounts of time. Relationships between pupils and between teachers and pupils are both mature and productive. These factors make a significant contribution to the good progress made by pupils at both key stages.

92. The quality of teaching is good overall. About sixty per cent of lessons observed were good or better, including about twenty-five per cent which were very good. The remaining lessons were satisfactory. The substantial majority of very good lessons were observed in Key Stage 2, where high expectations and very good classroom management and organisation are strong features. The quality of teaching has improved since the previous inspection when it was judged to be satisfactory overall. Improvements are largely due to better planning, more effective use of assessment data and clear guidance provided by the recommended structure of the National Literacy Strategy.

93. Teachers have a secure subject knowledge and a good understanding of how pupils learn. This enables pupils to make consistently good progress as teachers match work closely to pupils' individual needs. Planning is detailed and sets high expectations of pupils. Great care is taken to select texts that

provide an interesting stimulus. Teachers use these well to extend pupils' language skills. Large texts, or Big Books, are used effectively to emphasise learning points at Key Stage 1. In the very good lessons, teachers share the purpose of the lesson with pupils and these are often displayed on the blackboard for easy reference. Teachers set time limits for the completion of certain tasks and this helps pupils to work at a good pace. Lessons which have shortcomings, but are otherwise satisfactory, generally lack the pace and rigour characteristic of the most effective teaching and pupils become restless, particularly in some lessons at Key Stage 1. However, basic skills of reading and writing are taught effectively at Key Stage 1. This is reflected in the good range of strategies pupils use to read unfamiliar words and the structure of their written work.

94. The teaching of English is co-ordinated very effectively by the subject manager. Her expertise and subject knowledge have contributed significantly to the success of the implementation of the literacy hour. She has successfully led staff in planning a curriculum that is effective in meeting the individual needs of all pupils, including those with physical disabilities. The subject makes an important contribution to pupils' spiritual, moral, social and cultural development. For example, the pupils in Year 3 have written about the biblical story of 'David and Goliath' with enthusiasm and feeling. At both key stages, assessment is used well to support pupils' learning and to make adjustments to future planning. Homework, mainly in the form of home reading, is used successfully to help pupils make progress. The co-ordinator is aware that pupils' skills of independent research are not as well developed as might be expected and has useful plans to provide more challenge for pupils in this respect. Resources are satisfactory. The library provision is limited to a small number of reference and fiction books. Class libraries are supplemented by books from the local library. At Key Stage 2, groups of pupils read with difficulty from one copy of the text in the shared reading element of the lesson.

MATHEMATICS

95. The results of the 1999 national tests and assessments at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was in line with the national average. Compared to schools of similar background, standards were below average. Although there are no national comparisons available, the results of the 2000 national tests and assessments indicate that standards were similar to those of 1999. This is an improvement from the findings of the previous report when standards were below the expected levels. Trends over the four years 1996 to 1999 show that there has been continued improvement in line with national trends. Evidence from the inspection indicates that the majority of pupils in the current Year 2 are well placed to attain standards that match those expected nationally by the end of the key stage.

96. The results of the 1999 national tests at the end of Key Stage 2 showed that the percentage of pupils attaining the expected level or above was above the national average. Compared to schools of similar backgrounds, standards were broadly in line. Although national comparisons are not available, the results of the 2000 national tests indicate that these standards have been maintained. Trends over the four years 1996 to 1999 show that attainment has remained above the national average. Inspection evidence shows that the current Year 6 pupils are likely to achieve standards similar to those of 2000. There are no significant differences between the performance of boys and girls at both key stages.

97. In Key Stage 1, pupils of all levels of attainment, including those with special educational needs, make satisfactory progress. By the end of Key Stage 1, pupils are confident in reading, writing and ordering numbers to 100 and have a sound understanding of place value. They use their knowledge to solve addition and subtraction problems. Higher attaining pupils add, subtract, multiply and divide numbers to 100. They count confidently, forwards and backwards, from a given number

using sound mental strategies. Most pupils divide objects into equal parts and name and write simple fractions such as 'half' and 'quarter' correctly. They confidently add and subtract amounts of money with two digits. They identify the properties of a range of common two- and three-dimensional shapes. They try out different strategies to solve problems and are able to evaluate these.

98. In Key Stage 2, all pupils make good progress, including those with special educational needs. Lessons have a clear structure and, throughout the week, pupils build on their knowledge and understanding in manageable steps. By the end of Key Stage 2, pupils make good progress in their learning. All pupils build on their secure knowledge of number, developing good mental strategies. They use and apply their knowledge and understanding effectively to other aspects of the subject. Year 6 pupils use all four number operations to solve challenging problems involving decimals and fractions. They measure accurately and estimate and calculate length, weight and capacity. They estimate the size of an angle with reasonable accuracy and measure it using a protractor. They use detailed block, line and pie graphs to represent data and interpret these to locate information. They have a good understanding of the properties of regular and irregular shapes. They are confident in selecting appropriate strategies to solve problems and competently discuss approaches used.

99. Pupils' attitudes to mathematics are positive. This is particularly so among the older pupils, who have high expectations of themselves to achieve the targets they have been set. Behaviour is very good. Pupils listen attentively to teachers and to each other when discussing their work and apply themselves quickly to individual or group tasks set. They select and use resources sensibly and responsibly. The majority of pupils present their work neatly and accurately.

100. The quality of teaching is good overall. Of the lessons seen, eighty per cent were good or better, including thirty per cent which were very good and ten per cent which were excellent. The remainder was satisfactory. All the very good and excellent teaching was in Key Stage 2, where teachers are well established and experienced members of staff. These teachers have a significant impact on pupils' learning and progress. Teachers have responded well to the implementation of the National Numeracy Strategy and a strong emphasis is placed on the use of mental strategies. All lessons are well planned with clear learning objectives and are generally well paced to make the best use of time. The shared planning between teachers of parallel year groups contributes well to the overall good teaching. The vast majority of pupils make good progress in learning about numeracy, shape, space, measure and data-handling and have good attitudes to mathematics as a result of the good strategies used by teachers. Pupils benefit from effective whole-class introductions, well matched group work and plenary sessions, where key teaching points are reinforced. All teachers have high expectations of pupils to behave well and to apply themselves appropriately to their work. Lessons are orderly and well managed and, as a result, teachers are able to give additional support to both individuals and groups of pupils without interruption. This enables them to assess pupils' progress during each lesson through questioning and discussion. Marking is promptly done and written comments help pupils to improve. Homework is set regularly and provides all pupils with the opportunity to extend their learning. Where teaching is less effective, but is otherwise satisfactory, in some classes in Key Stage 1, pupils are not always clear about what they have to do and why. The pace of learning is slow when the teacher has to interrupt the lesson because of inattentive pupils. Opportunities to use mathematical skills in other areas of the curriculum are satisfactory. For example, pupils calculate and present mathematical data in science and use knowledge and skills of measurement and angles in design and technology.

101. Effective assessment procedures are in place and teachers make good use of day-to-day assessment of pupils' progress and learning to make adjustments to their planning. Targets for individual pupil's improvement are clearly identified in teachers' records and these are continually monitored. In addition, teachers keep records showing individual pupils' progress in year group targets.

The co-ordinator provides good leadership and has promoted and supported the successful implementation of the National Numeracy Strategy. She has a good understanding of the current situation and issues in her subject gained from regular monitoring of practice, weekly scrutiny of teachers' planning and analysis of test results. Resources are of satisfactory quality and quantity to support pupils' learning and are readily available to pupils, either within classrooms or in the central storage area.

SCIENCE

102. The results of the 1999 teacher assessments of pupils at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was above the national average and that of similar schools. The percentage of pupils reaching the higher level was below the national average and that of similar schools. Although there are no national comparisons available at this stage for the 2000 teacher assessments, the results indicate above average standards, with a greater percentage of pupils achieving the higher level. The work of the current Year 2 pupils indicates they are continuing to attain above average standards. Standards are an improvement on those reported at the time of the previous inspection when they were judged to be in line with the national average.

103. Results of the 1999 national tests at the end of Key Stage 2 showed that the percentage of pupils attaining the expected level or above was above the national average and in line with that of similar schools. The percentage of pupils reaching the higher level was close to the national average and that of similar schools. The results of the 2000 end of key stage tests show that standards are likely to be similar to those of 1999. The work of the current Year 6 pupils indicates that above average standards are being maintained. Standards as shown by the test results have remained consistently above the national average since 1996. Standards are similar to those reported at the time of the previous inspection.

104. At Key Stage 1, pupils, including those with special educational needs, make good progress. By the end of the key stage, almost all pupils have a secure understanding of the conditions needed for growth, for both plants and animals. They know that animals have live babies and that plants grow from seeds. Pupils make good gains in their knowledge and understanding as they carry out investigations into forces. For example, scrutiny of pupils' past work shows that they make sensible evaluations of investigations into how to make a vehicle speed up. Pupils show a good recall of facts and information about the forces involved in changing direction through pushing, pulling, turning and twisting. Pupils have a good understanding of everyday materials and their properties, sources of light and simple electric circuits. Pupils are developing a systematic approach to investigations in all classes at Key Stage 1. For example, Year 1 pupils were observed learning about the five senses. They worked in groups on a range of investigations, for example trying to identify a variety of substances by their smell, and the vast majority of pupils showed a good level of patience and care as they tested materials and recorded their results.

105. At Key Stage 2, pupils successfully build on the broad base of scientific knowledge and understanding established at Key Stage 1 and make good progress. Pupils in Years 3 and 4 respond well to regular opportunities to experiment and investigate. For example, pupils in a Year 3 class were observed studying a range of objects, such as metal spoons and plastic containers, in order to identify why certain materials had been used to make them rather than other materials. All pupils made simple judgements about the advantages and disadvantages of the various materials. Higher attaining pupils successfully identified alternative materials that could be used. By the end of the key stage, pupils demonstrate a secure understanding of the need to carry out investigations and experiments systematically and to record results carefully. Their understanding of how conditions

must be controlled in order for the results of investigations to be valid is very good. For example, Year 6 pupils were observed attempting to identify a range of factors that might affect how fast solids dissolve. With very few exceptions, pupils measured quantities of materials, recorded temperatures and observed changes with great care. Afterwards, pupils discussed common factors that had emerged and offered explanations for some significant differences in results. Pupils produce a considerable amount of writing, diagrams and drawings and presentation of their work is often of a high standard. Pupils' ability to apply their skills and understanding to investigations and experiments of their own is less well developed. Higher attaining pupils in particular do not benefit from enough opportunities to follow their own lines of scientific enquiry.

106. Pupils' attitudes to science are very good overall. Behaviour is very good in lessons. The interest and motivation that the vast majority of pupils display at both key stages contribute significantly to the good progress they make. Pupils apply themselves well to tasks by following instructions carefully and using equipment safely and sensibly. They respond well to group work and listen attentively to each other's views and suggestions. Pupils often become absorbed in their work and take pride in the presentation of their findings in all classes. The quality of class discussions at the beginning and end of lessons is often of a high standard as pupils offer views and opinions on their work. Pupils gain evident enjoyment from much of their work. For example, Year 4 pupils combined obvious delight with careful observation of what was happening as they warmed butter, chocolate and wax in their hands as they learned that some materials can exist as both solids and liquids.

107. The quality of teaching and learning are good overall at both key stages. There are examples of very good teaching at Key Stage 2. An important reason why the quality of teaching is often good is that teachers' subject knowledge is secure. This helps them to plan challenging investigations, answer pupils' questions confidently and provide appropriate resources. For example, Year 5 pupils were observed tackling an investigation to find out how much air is trapped in different types of soils. The good quality and quantity of the resources provided and the teachers' own depth of knowledge made a significant contribution to helping pupils extend their knowledge and understanding of this difficult concept. Relationships between teachers and their pupils are very good and these make a significant contribution to the quality of pupils' learning, in two ways in particular. Firstly, teachers value pupils' comments and observations. Teachers respond particularly skilfully to inaccurate or incorrect statements, making sure that pupils do not feel embarrassed or uncomfortable in front of other pupils. Consequently, pupils join in discussions with confidence. Secondly, pupils are aware of their teachers' high expectations of behaviour and this means that the pace of learning is rarely interrupted unnecessarily. Teachers explain instructions very clearly. Lessons often end with an opportunity for pupils to explain what they have found out. In the most effective discussions, pupils are asked to relate findings to their original predictions and this is very successful in extending their understanding and application of the scientific method.

108. Day-to-day assessment of pupils' achievements is used well to devise the next activity for pupils to undertake. Teachers are involving pupils on a regular basis in setting targets for improvement. Teachers make good use of the subject to develop pupils' literacy skills, particularly in writing and speaking skills. In order to make sure that pupils experience the wide range of activities in the science curriculum, teachers invariably introduce the experiments and investigations or suggest the ways results should be recorded. As a result, there are too few opportunities for pupils to use their well developed skills to devise their own investigations, particularly at Key Stage 2.

109. The scheme of work is firmly based on recent national recommendations for science. The subject co-ordinator has successfully led staff in preparing for the new Curriculum 2000 and has useful plans for reviewing the effectiveness of the curriculum over the next twelve months. The co-ordinator provides helpful support and guidance for colleagues when they plan their lessons. The co-ordinator has a sound understanding of standards at both key stages, but his role does not include a critical analysis of teachers' planning or the quality of their teaching and this limits the impact he has on raising standards. However, there are useful plans to address this aspect of his work in the current academic year. The use of information technology to support research in the subject is developing, but its use for pupils to write reports, construct tables and display findings in graphical form is limited. There is a satisfactory range and quantity of practical resources.

ART

110. Standards of attainment at the end of both key stages are in line with the expectation for pupils of their age. This is an improvement on the previous inspection, when standards at the end of Key Stage 1 were reported to be below average. Pupils, including those with special educational needs, make satisfactory progress.

111. In Key Stage 1, pupils show sound observational skills, for instance in drawing self-portraits. In Year 2, they produce effective paper collage linked to a mini-beast project. They successfully link art to literacy by completing effective illustrations for their book reviews. Pupils use crayons and brushes competently, using correct grip and applying colours with care.

112. Work in Key Stage 2 is often related to classroom themes and pupils learn to draw and paint, for example in the style and colours associated with Ancient Greece. Pupils are given good opportunities to develop their skills such as observational drawing. For example, in Year 3, pupils use sketch books well to develop their use of shading, and they work skilfully with charcoal and pastel to draw human figures. They use colour boldly in their paintings of animals and their habitats. In Year 4, pupils develop their observational skills further when they draw a chair, and use coloured paper effectively to create mosaics to support their study of the Romans. They make effective three-dimensional Caribbean-style masks, and produce paintings in the style of Mondrian and Van Gogh. In Year 5, pupils work with a range of media and develop their understanding of composition in still-life painting. They successfully use art to support their study of the Tudors, working well on portraits in the style of the time. The work of pupils in Year 6 shows good observational skills, for instance in their sketches of flowers.

113. Pupils' attitudes are good. They enjoy their art work and apply themselves very well to the tasks they are set, working very well both collaboratively, when they are drawing each other, and independently, for example when they look at a still-life composition from different angles.

114. The quality of teaching is good overall. There are instances of very good teaching at Key Stage 2. In the lesson observed in Key Stage 1, the teacher managed the class well and asked good questions to develop pupils' powers of observation. When teaching is very good, as in a Year 3 lesson, the teacher has clear objectives, chooses resources well and asks very good open-ended questions to develop pupils' understanding of paintings. Where teaching is less effective, but otherwise satisfactory, the lesson objectives are not as clear, for instance about whether pupils are to sketch a chair or produce a design. Teachers at both key stages give positive feedback to pupils on their efforts and value their contributions to discussions, which helps pupils to take part in lessons with confidence.

115. The art co-ordinator has a good understanding of the subject and provides helpful guidance and advice to colleagues when planning their lessons. The subject has not had a high priority in recent curriculum development, but the co-ordinator is aware of the strengths and weaknesses in the subject. She has useful plans to improve the quality of teacher assessments and to introduce more critical analysis into her monitoring and evaluation of teachers' planning and the quality of teaching and learning. Resources are satisfactory in quality and quantity, although these are largely related to Western cultures, and some of the reproductions used in lessons are too small for all pupils in the class to see. Pupils have few opportunities to learn about the art of non-Western cultures. Some use is made of information technology, for instance by younger pupils, who use a program to simulate some of the effects of modern art, but its use is underdeveloped at both key stages.

DESIGN AND TECHNOLOGY

116. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. This represents an improvement at Key Stage 1, where standards were reported to be below expectations at the time of the previous inspection.

117. At both key stages, pupils study structures, mechanisms, textiles and food technology and their work involves a range of materials and a variety of tools. The design element is fully incorporated into their work and pupils are successfully encouraged to evaluate their models. Skills are taught systematically, step by step and this helps pupils to build on their previous learning and make steady progress. Activities planned are often related to class themes and this enables pupils to make good links with other subjects such as mathematics, literacy and science. For example, Year 3 pupils studying a literacy topic based on the book 'Stig of the Dump' worked in collaborative groups to plan and build a shelter. They included in their plans materials and tools they thought they would use to build their structures. They then made written evaluations, noting the adaptations made to their plans and giving reasons for any changes. Year 2 pupils involved in a project on 'Vehicles' designed their own vehicle, in preparation for making it, with specific attention to what their vehicle had to carry. They were knowledgeable about the mechanical features of vehicles such as chassis, body and axle and could describe where these were. They labelled features of their own designs correctly. Year 5 pupils made a variety of paper pop-up mechanisms in preparation for making their own pop-up book. They folded paper and card carefully and used rulers and set squares appropriately in their work. They demonstrated a good understanding of the need for accuracy to ensure that their models worked properly.

118. Pupils' attitudes to their work are very good. They collaborate well, share tools and materials without fuss and pay close attention to what their teachers have to say. Behaviour is very good. They enjoy talking about their work and looking at what others have achieved.

119. The quality of teaching and learning is satisfactory overall. Teachers' planning shows a good balance of experiences chosen from the new Curriculum 2000. In the lesson observed at Key Stage 1, pupils worked at a good pace because the teacher had set time targets for completion of certain tasks. This was helpful in encouraging pupils to spend appropriate amounts of time making important decisions, often through discussion with others in their groups, and to complete minor tasks quickly. In the lesson observed at Key Stage 2, the teacher provided very clear explanations and instructions which left pupils in no doubt as to why they were carrying out their various tasks. Correct technical vocabulary was used throughout the lesson and pupils of different prior attainment were effectively challenged by their activities.

120. The co-ordinator provides good guidance and advice for teachers when planning their lessons. He has led the staff successfully in preparing for the new Curriculum 2000. The staff have adopted nationally recommended materials as the subject scheme of work and this is providing a secure framework for classroom teaching. There are sufficient resources to support pupils' learning at both key stages and these are readily available to staff and pupils, either in classrooms or in a central store. The food technology room, paid for by the Friends of the School, is an excellent additional resource.

GEOGRAPHY

121. Standards of attainment at the end of both key stages are in line with the expectation for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. There has been a satisfactory improvement in standards since the last inspection, when standards were reported as being from below average to about average.

122. Pupils in Year 1 show a good awareness of their own locality, for instance drawing their route from home to school or to the post office. They confidently express their likes and dislikes about different features of the environment. By the end of the key stage, they identify differences between their own locality and a holiday location and correctly identify the countries of the United Kingdom on a map. Some higher attaining pupils have produced a computer-generated map.

123. At Key Stage 2, pupils successfully develop their understanding of the locality by visiting Flackwell Heath and contrasting it with nearby Marlow. They make satisfactory gains in their map-reading skills, recognising symbols on Ordnance Survey maps. The majority of pupils in Year 4 successfully locate villages by identifying features on a map. They correctly name and locate the main rivers and mountain ranges of the United Kingdom. Year 5 pupils extend this knowledge further by learning the names and locations of the major oceans and continents. They develop their geographical skills, for instance by framing questions for a questionnaire on the closing of the High Street. By the end of the key stage, pupils have a good understanding of some of the effects of human activity on the environment, for instance through advances in methods of transportation.

124. Pupils show evident interest and enjoyment when carrying out geographical activities. Scrutiny of their past work shows drawings and diagrams completed with great care and handwriting neatly presented. In the few lessons observed, pupils were interested in their tasks, were confident when asking questions and behaved very well because they were engrossed in their work.

125. The quality of teaching and learning is good. Teachers have a lively approach and use questions well. They have high expectations of pupils, setting them challenging tasks, and maintaining a good pace to lessons. Satisfactory use is made of computers to draw maps, and teachers reinforce numeracy skills by asking pupils to collect and present data, for instance from a traffic survey. They make good links with literacy, as for example in Year 3, where a study of rocks and fossils developed from the story 'Stig of the Dump'. Work in class is effectively reinforced in Years 5 and 6 by field trips to Swanage and the Isle of Wight, where there are good opportunities for map work and studying coastal erosion. These visits make a good contribution to the promotion of pupils' social development, as does the field work in other year groups, when pupils develop collaborative skills.

126. The headteacher is currently acting as co-ordinator for the subject and is building on the good work of the previous co-ordinator. The school is revising its planning to take account of recent curriculum changes. There are useful plans for the co-ordinator to monitor provision later in the school year. The school has a good range of resources, particularly atlases and maps, but better use could be made of computers for pupils to develop their investigative skills.

HISTORY

127. Standards of attainment at the end of both key stages are above the national expectation for pupils of their age. Pupils, including those with special educational needs, make good progress. At the time of the previous inspection, standards of attainment were in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Standards have improved at the end of Key Stage 1, largely due to improvements in the subject scheme of work and teachers' planning.

128. At Key Stage 1, pupils show a well-developed understanding of life now and in the past. The vast majority of pupils in Year 1 and Year 2 achieve this by learning about famous people such as Guy Fawkes or the Pilgrim Fathers, and comparing life as it was then with life now. For example, pupils in Year 2 studied similarities and differences in taking a holiday by the sea in 1800, 1900 and the present day. Their writing and drawings showed that they had a good understanding of how clothing and seaside entertainment had changed during the period studied. Their written comments in particular show that pupils use evidence from pictures and writing effectively to make simple interpretations about what life was like in the past. Higher attaining pupils successfully recall facts about the history of the local area and why occupations and life styles have changed over the years.

129. At Key Stage 2, pupils build well on the interest created at Key Stage 1 and continue to make good progress. A high percentage of pupils in all year groups write extended accounts of how people used to live in the historical periods studied. They use the evidence they gather to make judgements about people's past actions. For example, a class of Year 5 pupils studied a portrait of Henry VIII and, using evidence gained from his clothing and physical appearance, wrote interesting accounts of his possible character and personality. Pupils' comments and observations during the initial class discussion were of a good standard. By the end of the key stage, the content of pupils' written work is of a good standard and is often very well presented. Pupils, particularly higher attainers, show a well-developed understanding of people's feelings and emotions, for example those of Victorian child factory workers.

130. Pupils' attitudes to their work are very good and this is an important factor in the good progress that they make. Their interest helps them to remember a wide range of facts and details about the periods they have studied. They talk confidently about their work and are keen to answer questions or give their views. They work well on their own or in groups. For example, Year 4 pupils shared books sensibly as they looked for similarities and differences in the life styles of Celts and Romans.

131. The quality of teaching and learning is good overall at both key stages. There are examples of very good teaching at Key Stage 2. The main reasons for the good quality of teaching and learning are teachers' good subject knowledge and the very good use made of trips and visits to promote historical enquiry. Teachers plan interesting and often stimulating activities for pupils at both key stages. At Key Stage 1, particularly good use is made of pupils' own experiences to develop their sense of chronology. For example, a Year 1 teacher made effective use of toys of different ages that pupils had brought from home, supported by good use of a video, to extend pupils' enquiry skills. By the end of the lesson, they had a greater understanding of how to recognise an old teddy bear and how to put a set of teddy bears in chronological order. The range of visits to places of historical interest planned by teachers, particularly at Key Stage 2, is extensive and makes a significant contribution to extending pupils' knowledge and understanding of various historical periods. However, teachers tend to guide pupils through much of their history work and this means that opportunities are missed for pupils to develop their own personal interest or lines of enquiry, particularly at Key Stage 2.

132. The history curriculum is broad and balanced. It is divided into historical periods to be taught to specific year groups, and this is effective in providing a wide coverage of the subject. Preparation for the new Curriculum 2000 has been thorough. The subject co-ordinator has worked hard to lead staff in making adjustments to the scheme of work in order to incorporate elements of the new National Curriculum materials. The co-ordinator is aware that the scheme of work does not provide sufficient opportunities for pupils to carry out independent research and that higher attaining pupils in particular could be further extended by increased access to information technology to support their learning. Pupils' literacy skills are effectively extended by the wide range of opportunities to read and to write in a variety of styles. The subject contributes successfully to pupils' spiritual, moral, social and cultural development through group discussions, co-operative activities, visits to places of historical interest and activities in which pupils try to recreate how people might have felt as they lived through particular events in the past. The co-ordinator and class teachers have a satisfactory grasp of how pupils are progressing, although there is little formal assessment of standards or close analysis of specific skills that require improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make good progress in lessons in the computer suite, but their overall achievement is no better because of the limited opportunities to develop and use their computer skills in other areas of the curriculum. Since the last inspection, the school has successfully established a computer suite, where effective whole-class teaching of skills takes place. The range of software has been increased, and pupils are now able to construct spreadsheets and graphs with some confidence. This represents a satisfactory improvement since the last inspection and the school is well placed to build on this.

134. In Key Stage 1, pupils use computers with increasing confidence in the computer suite. They show satisfactory control of the mouse, and are learning to use the keyboard. In a Year 2 lesson, pupils were observed successfully using a program to imitate some of the effects of modern art such as the paintings of Picasso or Matisse, using different kinds of lines and colour. They effectively controlled the cursor on the screen to fill sections of their designs with different colours. Pupils learn to control programmable devices to carry out a series of instructions.

135. In Key Stage 2, pupils continue to develop their skills in the information technology suite. For example, in Year 3, pupils instruct a screen robot to move in different directions. They send an e-mail to their own teacher. In Year 4, they cut and paste a text to put instructions in the correct order, for instance on how to make a sandwich. However, they do not have the opportunity to use this skill elsewhere, and computers are rarely used in literacy or numeracy lessons. Pupils in Years 4 and 5 use computers successfully to construct bar graphs and pie charts, using the results of surveys they have carried out. Pupils in Year 6 have word-processed poetry for National Poetry Day or stories they have written for homework. Pupils in Years 5 and 6 use spreadsheets to complete calculations, for instance the costs of a holiday or running an imaginary business. Individual pupils use computers to help them find out information, for example about the designs of William Morris. However, there are few opportunities for them to use computers as a resource for independent research or enquiry in other areas of the curriculum in school, nor do they have the opportunity to use the computers independently outside their designated lesson times.

136. Pupils' attitudes in lessons are very positive. They enjoy using computers, and they become

fully engrossed in the tasks they are set in the suite. Younger pupils are very excited by the prospect and occasionally become restless as they wait for their turn on the computer, but the majority of

pupils work well together in pairs, taking turns and supporting each other well. Pupils express regret that they do not have the opportunity to use computers more widely in school.

137. The quality of teaching in the computer suite is good. Teachers use the resources of the suite well, particularly the projector, which enables them to demonstrate directly from the computer monitor screen. They manage classes well and make sure that all pupils have an appreciable amount of time using a computer during each lesson. Occasionally, explanations and demonstrations go on for too long, limiting the time available to pupils to learn directly from experience. Teachers receive very good support during lessons from a knowledgeable classroom assistant. Teaching of information technology is less effective in classrooms, where lesson planning in most subjects contains very little reference to use of computers to support pupils' learning.

138. The co-ordinator has a very good grasp of the subject and its stage of development in the school. Staff have acquired good knowledge and skills with the training they have received from the co-ordinator. She is aware of the need to make stronger links with other subjects and identify opportunities to use computers as a resource. The computer suite has been created with good support from the Friends of the School, and the school has planned well for its future development. More effective use could be made of the internet for research and for establishing links with other schools and organisations. The older machines located in the classrooms are not being used sufficiently to extend pupils' learning. Some effective use is made of laptop computers to enable physically disabled pupils to participate fully in the curriculum, but there is the potential for these pupils to be even more involved through the use of specialist equipment. The school is developing and implementing good systems for the assessment of pupils' skills, and the co-ordinator effectively monitors standards by sampling pupils' work saved on disk.

MUSIC

139. Standards of attainment at the end of both key stages are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. This represents an improvement since the previous inspection, when standards were reported to be about average, with pupils at Key Stage 2 making unsatisfactory progress. Standards have improved due to a significant increase in the number of pupils receiving instrumental tuition and improvements in teachers' subject knowledge and expertise.

140. At Key Stage 1, pupils listen to and identify sounds which are high and low, loud and quiet, quick and slow. They understand that the word 'duration' describes sounds which last and sounds which fade. Year 2 pupils were observed singing a song very effectively, first in a low voice and then in a high voice. They showed that they have a satisfactory understanding of tempo, timbre and pitch. They make good gains in their performance skills as they represent weather conditions, such as wind, thunder and snow, on a variety of percussion instruments. The vast majority of pupils know the names of the percussion instruments.

141. At Key Stage 2, pupils successfully build on the interest and enjoyment established at Key Stage 1. In a Year 3 lesson, pupils marched and sang 'The Grand Old Duke of York' enthusiastically. They successfully identified a repeat pattern when listening to an extract from 'The Planets' Suite'. Pupils effectively clap in rhythmic patterns and are familiar with such technical descriptions as rhythm and march time. Year 5 pupils sing competently in two parts. By the end of Key Stage 2, pupils' sense of performance is good when they play and sing together. They make sensible comments and suggestions for further improvement when evaluating each other's performance. Many Key Stage 2 pupils show a good knowledge and understanding of notation and musical theory,

as well as technical ability, when playing musical instruments. One hundred and sixty-three pupils benefit from specialist tuition from seven visiting instrumentalists. These pupils make very good progress.

142. Pupils are well motivated and gain evident enjoyment from music lessons. They concentrate hard and, as a result, perform well as a class, in small groups or individually. They evaluate each other's performances sensibly. The relationship between teachers and pupils is very good and this makes a significant contribution to the standards achieved in class lessons, after-school clubs and during instrumental tuition. Pupils show respect for the expensive instruments and resources they use. They listen attentively to music played in lessons and assemblies.

143. The quality of teaching and learning at both key stages is good. The secure subject knowledge and expertise of class teachers and the instrumental tuition staff have a significant impact on the standards attained. Lessons are well planned, prepared and managed with activities related closely to the lesson objectives. Teaching methods are appropriately varied and this helps lessons to move at a good pace. Resources are used effectively to support pupils' learning. Teachers effectively assess pupils' contributions as the lessons proceed. The contribution made by music to literacy and numeracy is satisfactory, but the emphasis on performance means that there is very little written work involved. Music makes an important contribution to the promotion of pupils' spiritual development as they listen to music in lessons and assemblies. Playing and performing together make an important contribution to pupils' social development. Listening to music from different cultures promotes their cultural development satisfactorily, but the range of music listened to from non-Western cultures is limited.

144. The subject is well led by the co-ordinator. She provides good support and guidance to colleagues when they plan their lessons. She appreciates the value of extending the curriculum through extra-curricular activities and works hard to encourage pupils to sing and play together. For example, about fifty pupils are involved in the school choir and they have performed at a variety of venues and occasions in the local community and beyond. Resources are mainly of good quality and quantity and easily accessible to teachers and pupils.

PHYSICAL EDUCATION

145. Standards of attainment are in line with the expectation for pupils of their age at the end of Key Stage 1. Pupils, including those with special educational needs, make satisfactory progress. At the end of Key Stage 2, standards of attainment are above expectations and all pupils make good progress. Standards at the end of Key Stage 1 are an improvement on those reported at the time of the previous inspection.

146. By the end of Key Stage 1, pupils move confidently to music, respond well to different rhythms and express their feelings in dance. They attain good standards in games, for example catching and throwing balls in a controlled manner. In gymnastics, pupils travel close to the floor using different directions and develop a sequence of movements. They are developing sound body control and quickly learn the power of stillness and held movements. They do not, however, learn how to evaluate the work of others and, through rehearsal, perfect their own work.

147. At Key Stage 2, pupils' skills in gymnastics and dance lessons seen were variable, but a satisfactory standard is reached overall. In games, the standards are consistently good and sometimes very good. Most pupils have a thorough understanding of team tactics. Pupils develop good, imaginative sequences in gymnastics, moving gracefully in twisting and turning positions. They work effectively in pairs and groups. Pupils discuss ideas and achieve interesting results, which they perform

willingly for the rest of the class to observe. When using apparatus, pupils have a good sense of balance and self-control and many are imaginative in their movements. Pupils demonstrate and observe one another carefully, but their capacity to evaluate one another's performances is not well developed.

148. Throughout the school, pupils are enthusiastic about taking part in lessons. They follow teachers' instructions closely. All pupils are made aware of the health and safety issues and pupils understand the need for warm-up and cool down sessions. Pupils in Key Stage 2 display very good team spirit and an excellent sense of fair play. This is a significant strength of the subject.

149. The quality of teaching is always satisfactory at Key Stage 1, and is consistently better at Key Stage 2. In Key Stage 1, although class control is satisfactory, noise levels and instant reaction to teachers' commands are not fully established and controlled. Given the restricted space in the hall, safe working is given substantial emphasis at both key stages. Teachers successfully spend time explaining carefully to pupils the effects of exercise upon the body and the need to have regular sustained exercise. At both key stages, targets are clearly identified in planning and the choice of activities is appropriate. Activities are often particularly challenging in Key Stage 2. Teachers' knowledge and understanding of the subject are satisfactory and they use resources well. The pace of lessons is often good, with a suitable balance between practical work and instruction. Opportunities for pupils to evaluate one another's performance and suggest ideas for improvement are not included in all lessons. The inclusion of a coach from a local professional football team in teaching Year 5 football skills to all pupils is an excellent feature. For example, pupils of both sexes, and those with special educational needs, have a good understanding of tactical ball skills as a result. They attain very good standards and work enthusiastically and well throughout the lesson. They thoroughly enjoy feeling exhausted and are happy with their results of being able to successfully control a football.

150. Most areas of the physical education curriculum were seen during the inspection week; all are covered effectively during the school year. There is evidence of outdoor and adventurous activities taking place in the school grounds and on residential visits in Year 6. Swimming is taught to all pupils in the summer term at the school's own pool. The school is just beginning to look at how to include information technology into the physical education curriculum. There is a good variety of extra-curricular provision for pupils, including netball, football and country dancing.

151. The subject co-ordinator is a new teacher, enthusiastic about the role and is aware of the areas that require development. She has drawn up a useful action plan in order to raise standards further. The school grounds, trim trail and swimming pool constitute good provision and the school hall is adequate in size. However, the hall is used to store lunch-time furniture, staging, physical education apparatus, some audio-visual equipment and other larger pieces of furniture, reducing the area available for physical education. This, in turn, restricts the physical education, gymnastics and dance curriculum because of safety factors.

RELIGIOUS EDUCATION

152. Standards of attainment at the end of both key stages meet the recommendations of the Buckinghamshire Agreed Syllabus for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those found at the time of the previous inspection. Since then, the school has successfully extended the quantity and quality of artefacts to use as a resource in teaching about world faiths.

153. Pupils in Year 1 understand that people in the community help them, but they have not yet linked this thinking to religious communities. They know some stories from the Bible such as the story of Daniel in the lions' den or the feeding of the five thousand. In Year 2, pupils understand the importance of celebrations such as birthdays and weddings, and compare Hindu and Christian ceremonies. They know about the festivals of Easter and Christmas. However, the limited amount of time allocated to lessons gives pupils few opportunities to extend their understanding of the significance of these celebrations and festivals to a follower of the faith.

154. In Key Stage 2, pupils successfully extend their knowledge of the range of world faiths to include Judaism, Islam, Buddhism and Sikhism. Pupils in Year 3 show a good understanding of some of the characteristics of Jesus from stories in the gospels; they know, for instance, that he could be angry. Pupils in Year 4 understand the importance of Hindu and Christian naming ceremonies. In Year 5, they know about the significance of the Bible to a Christian believer, and they know something about the sacred books of other faiths. Pupils acquire a sound knowledge of these matters, but they do not develop these ideas further into an understanding of the significance and influence of religion in the wider community. This is because teachers often rely on completion of worksheets as practical work for pupils, and these do not support study of themes in sufficient depth or provide enough challenge for higher attaining pupils.

155. Pupils have good attitudes to their work and behave well in lessons. In Key Stage 1, most pupils settle well to their tasks, although a small minority finds it difficult to maintain concentration during class discussions. In Key Stage 2, they listen well to each other's views and opinions. They work well independently when given the opportunity, as for example in a Year 5 lesson, when they looked up references from the New Testament. They develop positive attitudes to other world faiths and, in this way, the subject contributes well to their cultural development. The provision for spiritual development is limited by the lack of opportunity to reflect on the significance of the range of religious beliefs.

156. The overall quality of teaching is satisfactory. There are examples of good teaching in both key stages. In Key Stage 1, teachers have good strategies for gaining pupils' attention, and use questions well to extend pupils' understanding, but they do not make clear links in their planning with the attainment targets of the agreed syllabus or use these to measure pupils' progress. The specific religious content of a lesson is not always clear. In Key Stage 2, teachers make good use of questions and use resources, such as Sikh artefacts, effectively. Occasionally, they are not secure in their knowledge and resort to worksheets, which are not always accurate or matched to the needs of all pupils in the class. As a result, some pupils lose interest. Teachers plan well together in year groups and this is successful in providing pupils with equality of access to the curriculum. Teachers make good use of visits in each year group to places of worship of a range of faiths, including Christianity.

157. The subject co-ordinator is aware of the strengths and weaknesses in the provision, particularly the limited amount of time for lessons at Key Stage 1. The co-ordinator does not have the opportunity to monitor the quality of teaching and learning in the classroom and relies on discussions with colleagues and sampling of pupils' work to monitor standards. She is aware of recent developments in the subject and of the need to develop a system of assessment using the attainment targets in the Agreed Syllabus. The range of resources is good. Resources are well managed and maintained and are readily accessible to staff and pupils.