

INSPECTION REPORT

BRIDSTOW CE PRIMARY SCHOOL

Ross-on-Wye

LEA area: Herefordshire

Unique reference number: 116869

Headteacher: Mr Paul Sockett

Reporting inspector: Michael Renouf 1638

Dates of inspection: 20 - 24 November 2000

Inspection number: 225003

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bridstow Ross-on-Wye Herefordshire
Postcode:	HR9 6PZ
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Alan Ripley
Date of previous inspection:	5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Renouf 1638	Registered inspector	English	What sort of school is it?
		Science	The school's results and pupils' achievements.
		Design and technology	How well are pupils taught?
		Art and design	How well is the school led and managed?
		Physical education	What should the school do to improve further?
		The foundation curriculum for reception pupils	
		Special educational needs	
Rosalie Watkins 9086	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Jackie Johnson 24891	Team inspector	Mathematics	How good are the curriculum and other opportunities offered to pupils?
		Information and communication technology	
		Geography	
		History	
		Music	
		Equal opportunities	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bridstow CE Primary School provides for pupils aged from four to eleven. It is smaller than most other primary schools, with 104 pupils on roll taught in four classes. Since the last inspection it has moved into a new building close to its original site. The headteacher is new to the school, and took up post at the start of the term of this inspection.

Pupils come from the local area and also from the nearby town of Ross-on-Wye. No parents claim for free meals, but as no meals are provided in the school, this indicator may not adequately reflect the circumstances of the school. The school has identified 17 per cent of pupils, a broadly average figure, as having special educational needs, and one pupil has a statement of special educational need. There are no pupils with English as an additional language, and no pupils from any minority ethnic group. Children begin school at the start of the year in which they have their fifth birthday. They come from a wide range of backgrounds and show a full range of attainments on entry to the school, which overall are average. Occasionally the attainment on entry is a little above average, reflecting the varying nature of year groups.

HOW GOOD THE SCHOOL IS

Teaching is good and pupils' attainments by the time they leave school are generally above average. Pupils' attitudes to school, their personal development, and their behaviour are good. The leadership and management of the school are good. This is consolidating the strengths in the school and leading to further improvement. Costs are above average, but the effectiveness of the school is good, and it provides sound value for money.

What the school does well

- The headteacher provides good leadership and has accurately identified priorities for development.
- Teaching is good across the school, and it enables pupils to generally achieve above average standards in English, mathematics and science by the time they leave school.
- Standards in music are above national expectations at all ages due to the very good teaching.
- The school promotes the good attitudes, behaviour and personal development of pupils, who show very good care for the welfare and feelings of others.
- The provision for pupils' spiritual, moral and social development is good.
- The work of the school leads to parents having very positive views of it.

What could be improved

- The range of writing across the curriculum.
- The role of subject coordinators in monitoring pupils' learning and the standards they achieve.
- Provision for sex education within the otherwise satisfactory provision for pupils' personal, social and health education.
- Information for parents on the curriculum and on their children's progress.
- The range of extra-curricular activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained the generally above average standards in tests in English, mathematics and science since the last inspection. The good standards in music have also been maintained. The quality of teaching has improved, and the proportions of good and very good teaching have risen significantly. The new headteacher provides a sharper focus for developments, and the school is well placed to make further improvement.

The school responded satisfactorily to the weaknesses identified at the last inspection in November 1996. Provision for design and technology and the standards attained have improved, and pupils' attainments now match national expectations. The use of information from assessment to inform

curricular planning, and subject leadership roles are better developed than they were, but there is room for further improvement. Steps are being taken to make this happen. Weaknesses in strategic planning were addressed, but the school improvement plan that was put in place was too ambitious. Priorities for improvement now are appropriate and focused. Overall, improvement has been what would be expected and the school has maintained its cost-effectiveness.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	D	E*	E*
Mathematics	A*	B	E*	E*
Science	A*	A	E	E*

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

A* means that the school's results are similar to those in the highest five per cent of schools, and E* that the school's results are in the lowest five per cent. Similar schools are those with less than eight per cent of pupils known to be eligible for free school meals, but the free school meals indicator may not adequately reflect the circumstances of the school. In comparison with schools that had a similar intake from Key Stage 1 in 1995, the results at Key Stage 2 in 1999 show that pupils' progress in English was below average, in mathematics it was above average, and in science it was well above average.

The very low results in 2000 are not typical. They were anticipated from a year group that had also performed at a below average level at Key Stage 1. The performance of pupils at age 11 over the previous four years overall was well above average, and the work seen in inspection shows that pupils are on course to maintain this general trend. There are variations from year to year as a result of small cohorts. Standards at the end of Key Stage 2 seen in the inspection were above average in English and science, and average in mathematics. A relative weakness in English is writing. Pupils' achievements are good. While pupils' overall attainment at Year 6 across the three subjects has been consistently above average, recent results have caused the trend to drop towards average, contrary to the national upward trend.

The targets set for 2000 were unrealistic for the particular year group. Reasonable targets have been set for 2001, and more analysis of data, which is taking place, will allow realistic and challenging targets to be set in the future.

Children in the reception year are on course to generally achieve the expectations for the end of the foundation stage, and some are on course to exceed them. At the end of Key Stage 1, test results show pupils' attainments are overall above average in reading and mathematics, and below average in writing. Again, there are variations from year to year, but over the previous four years standards have been broadly average. The findings of the inspection reflect this, and show average standards of attainment in English, mathematics and science at Key Stage 1. In most other subjects standards match national expectations at both key stages, and in music they are above the expectations. There was insufficient evidence to make a judgement in geography. The above average standards in some subjects suggest that there is scope for higher attainment in other subjects also.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes. They come to school happily. Helped by the good teaching, they are willing to learn, and work with interest in lessons.
Behaviour, in and out of classrooms	Good. Pupils respond well to the expectations of the school, which is an orderly and pleasant community.
Personal development and relationships	Pupils are helpful and friendly. They show very good respect for the feelings and views of others.
Attendance	Satisfactory. Attendance has improved over the past three years.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 100 per cent of lessons across the school. In 85 per cent it was good or better. In 24 per cent of lessons teaching was very good or better. The pattern of teaching quality is very similar in the foundation stage and in both key stages. The quality of pupils' learning across the school was closely related to the quality of teaching in all the lessons seen, and as a result, learning is mainly good or very good. Pupils are engaged and motivated by the teaching. They respond to the high expectations, apply themselves well to their work, and extend their thinking in response to good, probing questions.

Lessons in all classes are well planned, and teachers use a good range of methods and resources. Teachers have high expectations of pupils. Relationships are good and pupils are well managed, although on occasions the over-enthusiasm of pupils interrupts teaching and learning. Work is suitably matched to the needs of all pupils.

The teaching of English and mathematics is good. Literacy and numeracy skills are taught well in these lessons, although there is scope for developing approaches to writing in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced overall, and meets the needs of all pupils.
Provision for pupils with special educational needs	Satisfactory. Pupils are suitably supported in lessons. Some pupils get extra help outside of lessons, and the teaching they are given in those situations is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, social and health education is sound overall. However, there is no policy for sex education and this does not meet statutory requirements. Provision for pupils' spiritual, moral and social development is good, and for their cultural development it is

	satisfactory.
How well the school cares for its pupils	Pupils are known and cared for as individuals, within a happy community. Behaviour is managed well. The monitoring of attendance is unsatisfactory because recording practices are not followed properly.

The partnership with parents is good. Parents and carers have very positive views of the school and are keen to support their children. They work to improve resources in the school, but only a few help in lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, focused on key priorities for improvement. The deputy head and coordinators make a sound contribution to the management of the school. They are being enabled to play a more active role in promoting further improvements.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily, apart from establishing a policy for sex education. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The year-on-year performance of pupils is being monitored satisfactorily, and new systems are being put in place to track individual and group performance more closely. The monitoring of teaching and learning is satisfactory, and is being extended.
The strategic use of resources	Financial resources are used satisfactorily, and the school is generally applying the principles of best value when making decisions. Learning resources and support staff are used well.

The provision of staffing, accommodation and learning resources is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good and their children make good progress. • They feel comfortable about approaching the school with questions or a problem. • The new homework policy is clear and their children get the right amount of work to do at home. • Behaviour in the school is good. • Their children are expected to work hard and to achieve their best. • The school is well led and managed. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents do not feel sufficiently well informed about how their children are getting on. • A few parents feel that the school does not work closely with them. • Some parents do not think that the school provides a sufficiently interesting range of extra-curricular activities.

Several parents made positive comments about the work and approachability of the headteacher.

Inspectors agree with parents' positive views about the school. They also agree that the range of extra-curricular activities is limited, and that there is room to increase the information given to parents about

the curriculum and in pupils' annual reports. The school is keen to improve links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry to the reception class is average overall. They are on course to generally attain the expectations for the end of the foundation stage, the early learning goals, at the end of the reception year. Some are on course to exceed them. Children settle well and are well behaved. They listen very attentively and take part well in the activities. They talk about stories, and begin to infer facts from them. Many are able to write their own names legibly and some begin to write simple words and phrases. They identify and order numbers up to 10, and begin to understand terms such as 'less than', 'more than'. Children identify leaves, explore colour mixing, and record what they have learnt about different animals and their natural foods. Programmable toys and computers are used confidently. Children learn to use space well and how to control and refine their movements. They handle a variety of tools, such as pencils, crayons, glue spreaders and scissors, and learn to use these with satisfactory control. They enjoy singing and imaginative role-play, where they act out different characters and events.
2. At Key Stage 1, in the tests taken by pupils in Year 2 in 2000, the overall performance of pupils in reading and mathematics was above average compared to all schools, and average in comparison with similar schools. In writing, pupils' overall performance was below average, and compared to similar schools, was well below average. In the period since the last inspection, generally above average standards in reading, and average standards in writing, have been maintained, but results in writing in 2000 represent a fall. Mathematics has been generally below average, but the latest results represent an improvement. Teacher assessment of science shows that the percentage of pupils who attained the national expectation was just below average. No pupils reached the higher level. However, in the previous year standards were very high in the number attaining the nationally expected level, but the percentage of pupils reaching the higher level was below average.
3. At Key Stage 2 in 2000, the percentage of pupils reaching the expected level in English and mathematics was very low compared to all schools and to similar schools. They were slightly better in science, but were still well below average compared to all schools. These low results were expected from a small cohort of pupils whose performance in tests in Year 2 had also been below average. These results are not typical, and pupils' overall performance in tests at Year 6 from 1996 to 1999 has been above average in English, well above average in mathematics and very high in science. There was a fall in 1999 in English when although the number of pupils reaching the expected level was in line with the national average, only a small percentage achieved the higher level. The weak aspect was writing.
4. The presence of cohorts of different sizes, some of which are small, contributes to the variations in test results from year to year. However, where there are weaknesses in English test results, this tends to be in writing at both key stages. In comparison with schools that had a similar intake from Key Stage 1 in 1995, the results at Key Stage 2 in 1999 show that pupils' progress in all three subjects was below average in English, above average in mathematics and well above average in science.
5. Over the period from 1996 to 1999, the performance of boys and girls was broadly similar to the national pattern at Key Stage 1, and in mathematics at Key Stage 2. In English and mathematics at Key Stage 2, boys have done better than girls, more so than the national difference. However, such data has to be interpreted carefully, as the number of boys and girls in any one cohort can be very small.
6. In English, the findings of the inspection show that attainment is in line with the national expectations at the end of Key Stage 1, and above expectations at the end of Key Stage 2. This broadly reflects the pattern of test results at both key stages.

7. In speaking and listening, younger pupils listen carefully and respond well to questions. They are eager to participate in discussions. By the end of Key Stage 2, many pupils express themselves confidently using a wide vocabulary, and take good account of the contributions made by other pupils. In both key stages reading standards are above average. By the end of the Key Stage 1 most pupils read with appropriate fluency, using sound strategies to read unfamiliar words. Some read with particularly good expression, understand the main points and express opinions about what they are reading. By the end of Key Stage 2, the majority of pupils read a variety of texts fluently and accurately, with enjoyment and understanding.
8. Standards in writing, including handwriting and spelling, are broadly average, but vary between year groups in both key stages. In Key Stage 1, the best writing often includes logical sequences of sentences and correct punctuation. The content is quite engaging, but presentation is varied. By the end of Key Stage 2 most pupils can write at length, and the higher attainers use complex sentences and paragraphs accurately. Writing includes lively and thoughtful narratives, with some good use of formal and informal language. Most pupils can produce fluent, joined handwriting, and spelling is accurate. The good standard of writing evident in the current Year 6 is not assured for all year groups by the time they leave school. The school has identified the need to improve the range of writing, as this aspect of English has been a relative weakness in recent tests at both key stages. Writing regularly and extensively for a wide range of purposes across the curriculum is not well established.
9. There are, nevertheless, useful occasions for pupils to apply their literacy skills across the curriculum. For example, they read relevant texts in other subjects, record what they have learned in science and write historical accounts. However, literacy skills tend to be used or consolidated rather than extended on these occasions. Computers are used satisfactorily to support learning, and pupils often draft text effectively using word processors.
10. In mathematics, standards seen in the inspection at the end of Key Stage 1 are in line with those expected nationally and in some lessons they are above this. Most pupils have a secure knowledge of the appropriate language of mathematics and are able to use number bonds of ten in addition and subtraction of larger numbers. They have an understanding of simple fractions and know about the properties of simple plane shapes. The attainment of pupils at the end of Key Stage 2 is also in line with the standards expected nationally. Pupils have a sound understanding of number and the four operations. Their understanding of decimals is developing, and the more able pupils recognise some simple decimal, percentage and fraction equivalents. Pupils can name the different types of angles, calculate the perimeters and areas of simple shapes and understand that data can be represented in various ways.
11. The pupils' competence in numeracy is well supported across the curriculum through, for example, the use of measuring and weighing in science and time lines in history.
12. In science, standards evident in the inspection are generally in line with those expected nationally at the end of Key Stage 1, and above average at the end of Key Stage 2. By the end of Key Stage 1, pupils are able to plan and construct a simple electrical circuit, and record accurately how that is achieved. They explore the effects of different types of exercise, and have investigated different foods and studied plant growth. In Key Stage 2, pupils were planning, making and testing circuits with their own designs of switches. By Year 6, pupils have a good understanding of a fair test, including constants and variables, and know about making predictions and the meaning of evidence. Pupils talk with understanding, based on first-hand investigation, about resistance in electrical circuits, and develop a good awareness of the implications of alcohol, nicotine and other drugs, such as painkillers.
13. The findings of the inspection show standards overall in line with national expectations at the end of both key stages in art and design, design and technology, history, information and communication technology (ICT) and physical education. Standards in music are above expectations at both key stages. There was insufficient evidence to make a judgement on attainment in geography.

14. There is no evident variation in the performance of pupils from different backgrounds. Those with special educational needs make at least satisfactory progress in relation to their prior attainments and the targets set for them. This is a result of the suitable attention they are given, and the use by teachers of the targets set for them in their individual education plans. More able pupils generally do well by the time they leave school. Attainments at the higher level in tests are often above national averages at Key Stage 2 in mathematics and science, although writing has been a relatively weaker aspect of all pupils' work in English.
15. The attainment of children on entry to the reception class is average overall. In Key Stage 1, they have been appropriately challenged and attained broadly average standards by Year 2. Their achievement has been satisfactory. The proportion of good and very good teaching in the key stage has improved. As a result, the quality of learning has risen, and this has the potential to lead towards higher levels of performance at the end of the key stage, and to higher achievement. Pupils have generally entered Key Stage 2 with average levels of attainment, and their above average attainments in the core subjects represent good achievement. The quality of teaching in this key stage has risen also, and similarly has the potential to lead to higher levels of attainment. There is scope for this particularly in the non-core subjects, other than music. There is evidence of higher attainments in art and design and in physical education.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to learning, and their behaviour and personal development, are good. This reflects findings at the previous inspection.
17. Pupils of all ages come happily to school and settle down readily to work at the start of the day. They usually listen carefully to their teacher, at times helped by a reminder to use their listening skills. They are eager to answer questions. When teaching is at its best, a really good level of interest and effort is evident from all the pupils. For example, in a numeracy lesson the youngest children were very attentive and really enjoyed arranging numbers in sequence. A small number of pupils, mostly older boys, find it hard at times to concentrate, but usually attend to their work because of skilled management by their teachers. This was evident in a music lesson where all the pupils concentrated and made very good progress because of the teacher's enthusiasm and high expectations of behaviour. However, in two lessons seen during the inspection, class management was less effective and there was some silly, disrupting behaviour. Despite this and the exclusion of one pupil last year, the overall behaviour of pupils is good.
18. Pupils are friendly and helpful to adults and to each other. Those chosen as monitors act with a sense of responsibility, helping to make sure others behave properly. They carry out other tasks to help the school run smoothly. Pupils of all ages share books and equipment in a friendly way. They treat each other in class with respect, and in a music lessons, for example, they spontaneously applauded each other's good performance. Older pupils make a notable contribution to the school community by their readiness to look after younger ones if they are unhappy or accidentally hurt. Some pupils mentioned this care for each other as a particularly good feature of the school. There is little room for bullying or other harassment to develop.
19. Attendance is satisfactory, as at the previous inspection. Pupils seldom miss school without good reason.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching has improved since the last inspection. There was no unsatisfactory teaching, and the proportions of good and very good teaching have risen significantly. On one occasion teaching was excellent. The pattern of teaching quality is very similar in the foundation stage and in both key stages. The good teaching leads to good learning in the lessons, and the improved quality of teaching can be expected to lead to improvement in the overall progress and attainment made by pupils, particularly at Key Stage 1. There is no difference in the quality of teaching in different subjects, except that the teaching of music to all classes by the specialist

teacher is very good. Many parents rightly comment that their children are expected to work hard and to achieve their best. They feel their children are making good progress, and in more than eight out of ten lessons, inspectors found that learning was good or better.

21. In the foundation stage for children in the reception year, teaching is never less than good, and sometimes it was very good, and excellent on one occasion. Pupils are well managed. Teaching is enthusiastic, well paced, and planned and prepared thoroughly. The teacher's planning is based well on national guidance, which is interpreted into good learning experiences for the children, but there is scope for a clearer overall definition of the experiences intended for the reception year. An important contributory factor to children's learning and achievement in the reception class is the good work of the learning support assistant. The good teaching for the reception pupils promotes good learning in all areas of their work.
22. At both key stages the quality of teaching is good. This enables pupils to achieve at least average standards at Key Stage 1, and to attain generally above average standards by the time they leave school. Teachers plan lessons well, particularly those for literacy and numeracy, where there is more specific matching of the work to the needs of different pupils. In other lessons this provision is not always clear, but teachers do ensure that pupils with special educational needs are supported appropriately, and that more able pupils have extension work or can take the given task as far as they are able, for example, when planning electrical circuits. As a result, all pupils are engaged by the tasks and take pleasure and pride in what they are doing. This leads to good learning. A weakness in planning at a wider level is an insufficiently strategic approach to extending and improving writing opportunities and skills across the curriculum. The national strategies for teaching literacy and numeracy are used well and contribute to the overall good quality of the teaching of these skills in English and mathematics lessons in all classes, despite the scope for developing approaches to writing beyond these lessons. Additional time is provided for reading, and this contributes to the good standards in both key stages.
23. Pupils are well managed, and the good relationships between teachers and pupils are a notable feature of the school. Teachers value what pupils have to say during discussions, and this successfully fosters their self-confidence and self-esteem. Occasionally, the genuine enthusiasm of some pupils causes them to call out answers, speaking over other pupils who, in one case, began to copy the behaviour. The pace of learning slowed down, but the teacher recovered the situation effectively and re-established a clear sense of purpose to the work in hand.
24. Teachers employ good methods, and present what they are going to teach carefully and thoroughly. Questioning is often skilful and probing; challenging pupils to think and extend their ideas and understanding. It also helps teachers to gauge pupils' knowledge and understanding, and gives direction to the teaching there and then. In a science lesson, the teacher challenged pupils to add something they had learnt during the lesson to their responses, when some repeated what had been reviewed at the start of the lesson. On another occasion, the teacher picked up on some misunderstandings about the properties of materials, and adjusted the teaching effectively to address this. These strategies had direct and positive effects on the quality of learning.
25. Teachers have high expectations of pupils' efforts, application and behaviour and also of what they might attain. The effects of this are evident in the good attitudes that pupils bring to their work, and, more markedly in Key Stage 2, in the standards pupils generally attain by the age of 11. In a music lesson, for example, a high level of concentration was expected, and also the accurate saying of words to a rhythm, tapped out by pupils from written notation. As a result, pupils worked hard and with care, and their attainment in the lesson was good.
26. Lessons are consistently well paced. They start promptly and move on through the planned stages without delays. Teaching and learning are sustained throughout, so even while pupils are, for example, leaving the hall after a physical education lesson, they are encouraged to think about balance and shape. Resources, such as overhead projectors, big books, posters, computers, art prints and mathematical and scientific apparatus are all used well to create interest, and contribute to the quality of the learning experiences. Computers are used effectively by pupils and also by teachers to demonstrate and model the value and uses of ICT. Classroom assistants are used

effectively. They are limited in number at present, but one additional assistant was due to start after the inspection, and another appointment was about to be made.

27. Class teachers and the special educational needs coordinator plan together the provision for pupils with special educational needs. The coordinator provides some support teaching but does not run specific programmes for individual pupils. Teachers take account of the agreed individual education plans for these pupils in their planning, and provide suitably for them in class lessons. The full-time support for the statemented pupil in the school is thorough and well planned. Other professionals are appropriately involved and the provision meets the requirements of the statement.

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

28. The curriculum for the foundation stage, Key Stage 1 and Key Stage 2 is satisfactory. Overall it is balanced, broadly based and provides equality of access and opportunity for all pupils. It meets statutory requirements. The Literacy and Numeracy Strategies are well established and work at an appropriate level is provided for all pupils. Literacy and numeracy skills are used in other subject areas, and are sometimes developed effectively on such occasions. In music, for example, the teacher emphasised the relationships between a half, a whole and two, when looking at the notation for crotchets, minims and semibreves with Year 4 pupils.
29. The school is in the process of changing the curriculum focus of the other subjects to bring them into line with the nationally produced guidance, while still maintaining those aspects of the previous schemes that were felt to be successful. It is monitoring the changes in order to be able to adapt the curriculum for next year if necessary, and to ensure that there is a good sequence of learning experiences for pupils. The curriculum for design and technology, which was unsatisfactory at the time of the last inspection, has been improved and is now satisfactory. The provision for music, which is implemented throughout the school by a music specialist, continues to be good. The effective use of a two-year topic programme in both key stages ensures that history and geography are generally covered satisfactorily and in a manner that is motivating to the pupils in the mixed-age classes. However in the two classes containing pupils from three year groups, some pupils experience the same topics a second time, although at an increased level of challenge. The sound homework policy is satisfactorily applied in both key stages.
30. A generally satisfactory range of visits, and visitors who share their expertise, support the curriculum, although there is room for more such activities in, for example, history. These have included a visit to a local education centre to see a production of Oliver and visits from the police and fire services. There are good links with local churches. The number and range of extra-curricular activities is limited. Choir singing, hockey and football are available, and these are of good quality and well attended by the pupils. However, there is scope for providing more opportunities for pupils to take part in a range of activities to extend the curriculum. The school maintains good links with its partner schools. They arrange with other primary schools for visiting speakers, like the Storyteller, and take part in the shared assessment of samples of work to enhance the quality of their assessment. The school plans with the local secondary schools for projects to be done by Year 6 pupils after they have completed their national tests.
31. The provision for personal, social and health education is satisfactory. There is no independent scheme of work, however, and at present the provision is addressed through other subject areas, for example the Healthy Living topic in science. There is some input from the school nurse, and also from the local police to support work on drugs awareness. There is no policy relating to the provision of sex education and this does not meet statutory requirements.
32. The provision for pupils' spiritual, moral, social and cultural development overall is good, and this has been maintained since the last inspection. The provision for pupils' spiritual development is good. The daily act of worship fulfils statutory requirements and, together with opportunities for prayer during the day, contributes well to pupils' spiritual development. In lessons, pupils are encouraged to reflect on a wide range of issues in a calm and positive atmosphere and to determine their individual responses to them. Informative and well-presented displays around the school are positive

reminders of the spiritual aspect of life, as for example a display based on the Hindu festival of light. Regular visits to a local church and visits to the school by local clergy also contribute well to the provision for the pupils' spiritual development.

33. The provision for pupils' moral development is good. All members of staff ensure that pupils are aware, from an early age, about right and wrong behaviour and the impact that their actions can have on others. Teachers and classroom assistants are good role models in this, and treat pupils sensitively and with respect, implementing the school's behaviour policy well. Pupils who behave in an antisocial way are given time and opportunity for discussion and guidance. During curriculum time too, pupils have the opportunity to examine issues of rights and responsibilities and to develop their own responses to these. Pupils in Years 5 and 6, for example discussed the work of Nelson Mandela. As a result, pupils develop a good understanding about what is right and wrong
34. The provision for pupils' social development is also good. Pupils are expected to work collaboratively in various groups as appropriate, and this they do. Pupils of all ages throughout the school are given responsibilities in class, helping in day-to-day organisation, and the older pupils are given responsibilities during break times and lunch time, fostering well their sense of responsibility to others and care of the younger pupils. Pupils are encouraged to care about people and the world outside the school community, and have contributed to health, welfare and environmental charities. However, no opportunities were offered to the older pupils in the last year to benefit from a residential visit or outdoor pursuits session in order to enhance their social development. The headteacher is aware of this weakness and plans to address it.
35. Provision for pupils' cultural development overall is satisfactory and is supported adequately through cross-curricular provision. Knowledge of local culture is built up, for example, through studies of the local area as part of work in history and geography. In music, pupils are introduced to a wide variety of music, including some from other countries like Africa and Peru, and in art to the work of a variety of artists. A range of visitors who share interests and expertise also enhance the provision effectively, as shown by the ceramic tiles displayed in the school. The provision for multicultural development is underdeveloped, however. The school does include reference to other cultures in its curriculum areas where appropriate, but there is scope for extending the opportunities for pupils to understand and prepare for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school offers a happy and caring learning environment, as at the previous inspection. Members of staff draw on their understanding of each pupil's individual nature and needs, so as to give good personal support. Management of behaviour is also good, both during lesson time and at play. There is a successful emphasis on encouraging and enabling considerate and responsible behaviour. Any developing unkindness to others is generally checked, so that there are few concerns about bullying. Only occasionally, there is some less effective management of some silly behaviour from a minority of pupils.
37. The academic performance of pupils in all subjects is assessed each year by teachers, and also by the use of nationally provided tests. This is effective in providing data on progress and to inform the annual reports to parents on their children's progress. Teachers use the information to help them know the needs of pupils and to group them appropriately in the class for different activities within the planned teaching programme. The school has acquired new software to help it track pupils' progress more systematically and to identify the strengths and weaknesses in their progress. The use of assessment information to inform planning is generally satisfactory, but the developing approaches are intended to make the monitoring of pupils' academic performance, and the use of the information, more systematic. The current approaches to supporting pupils in their work and personal development contribute satisfactorily to their achievements.
38. One aspect of personal support, the recording of pupils' attendance, is unsatisfactory. The school expects parents to explain the cause whenever a pupil misses school. Parents do give acceptable reasons for most absences, but teachers do not consistently enter the appropriate codes in the registers to record these reasons. Because of this, the registers for the last school year show

around average levels of unauthorised absence, rather than the much lower levels indicated by other evidence. The records in the registers do not support official information supplied by the school showing no unauthorised absence.

39. Good attention is given to other aspects of pupils' welfare. Any pupil who becomes injured or sick is looked after well. Proper arrangements are in place to follow up any child protection issues that arise. Good routines are in place for emergency evacuation of the school and for other matters concerning the health and safety of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The good partnership with parents noted at the previous inspection has been maintained. Parents are very supportive of the school and appreciate the way it provides for their children. They help its work through the active parents' and friends' association, which raises funds for extra resources and organises the school bus. They also support pupils' personal development through generous help with charity projects, for instance by donating harvest gifts. A well thought out home-school contract contributes to the quality of the partnership.
41. The effectiveness of links with parents is good. Parents feel comfortable about discussing any problems or queries, because teachers are approachable and ready to listen. For example, when parents of the youngest children asked about their class timetable, copies of this were sent home. Parents make good use of the organised opportunities open to them for exchanging information with teachers. They record comments in their children's reading diaries when they hear reading at home, and they attend the formal consultation meetings with class teachers offered in the spring term. The involvement of parents in their children's learning through homework, and through their support of the school in a variety of ways contributes well to the work of the school.
42. A few parents would like to know more about what their children learn and the progress they make. This is justifiable, as although the existing information through meetings and reports is satisfactory, there is room to add to it. For example, comments in annual reports, although relevant, are often brief as they are limited by the space the format allows. Targets for pupils' future learning are not clearly identified.
43. The new headteacher is keen to build on parents' interest in their children's learning and has already introduced a new style of newsletter that gives useful, well-presented information, such as guidance about homework expectations. Parents appreciate these newsletters. Plans are in hand to offer extra meetings between parents and staff, and to give parents more information about the curriculum. Parents help well to improve resources and facilities in the school, such as a planned adventure play area, but only a few help in lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. At the last inspection, the overall leadership and management of the school were judged to be sound, with particular strengths in some aspects of the headteacher's role. Overall, the leadership and management have improved as a result of the steps taken after the last inspection and the work of the new headteacher. The headteacher provides good leadership, has an open, participative style and is intent on ensuring that all members of staff are able to make a full contribution to the work of the school.
45. Key priorities for improvement have been accurately identified. Training has begun on developing the school's capability to evaluate its own performance. This includes identifying appropriate, challenging targets for individual pupils and year groups. The deputy head's role has, in the past, included stock control and ordering, and it is planned that she will now have more time to use her skills in curricular leadership. Subject coordinators and the special educational needs coordinator manage and support the work in their subjects satisfactorily, and there has been a specific focus on monitoring teaching in literacy and numeracy lessons. There is a need for coordinators' roles in monitoring and evaluating pupils' learning and standards in their subjects to be further developed, to

extend their contribution to school improvement. Coordinators meet with individual governors linked to their subjects to help keep governors informed on developments and progress. The school secretary has not handled the school budget, and the headteacher, rightly, is keen to ensure that he does not spend an inappropriate amount of his time on day-to-day management of the budget.

46. The governing body is enthusiastic, and has a strong commitment to the life and work of the school. Appropriate committees have been set up to help it meets its statutory responsibilities, which it does satisfactorily, apart from establishing a policy for sex education. This is a shortfall that has persisted from the last inspection. Governors are aware of this, and have taken advice on its provision. Plans for its development in the current school improvement plan are vague, but governors feel in a better position to move forward on it with the new headteacher. The governing body accounts satisfactorily for the performance and improvement of the school, including discussing performance targets for the headteacher. Governors have a good understanding of the strengths and weaknesses of the school. They discuss test results and are linked individually to subject areas and to special educational needs. They receive written reports on subjects, which they discuss with the coordinators. Governors, however, report only informally on these visits to the other governors. They also have many informal links with the school that keep them in touch through events and activities. Governors have contributed satisfactorily to the school improvement plan through a questionnaire, and they discuss the draft plan.
47. Teachers assess pupils yearly in all subjects to monitor their progress. Nationally provided tests are used, and new software has been installed in the office to manage the information, and to help identify appropriate targets for individuals and for year groups. Teaching has been monitored, particularly in English and mathematics lessons, and there are plans for this to be extended. The school has an improvement plan for the current school year, drawn up by the previous headteacher. It covers a very wide range of issues, some without action plans. Many of the items are worthy of attention, but the plan does not provided a sufficiently focused agenda for improvement. The new headteacher recognises the work put into it by the staff and governors, and the appropriateness of many of the identified areas. It is being used as a basis for a much smaller and more precise set of priorities.
48. All resources, including specific grants for staff training and school improvement, are used satisfactorily overall, although the lack of a sharply focused improvement plan limits the assuredness of this. An overspend in the current year results from a change in the number of pupils, and its recovery is scheduled in the current year and the next year. The new building has improved the accommodation for physical education in particular, and full use is made of this for gymnastics and dance. Standards in these aspects have improved as a result. Learning resources are used well in lessons, and there are plans to make greater use of the school grounds for environmental studies and for an activity play area. Classroom assistants contribute well to pupils' learning, and their number is being increased.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve further the achievements of pupils and the standards they attain, the governors, headteacher and staff should:

Improve the range of writing across the curriculum by:

- identifying from the National Literacy Framework the range of experiences appropriate for each term;
- identifying in the termly planning for each subject opportunities for writing that complement or supplement the planned work in specific literacy lessons;
- giving pupils opportunities to choose ways of planning and recording their work that consolidate and extend previously learnt writing skills;
- setting individual targets with pupils for the improvement of their writing;
- enabling pupils to respond to experiences and events by writing in ways of their choice, discussing fitness for purpose and reasons for their choices.

(paragraphs 2, 3, 8, 22, 58, 59, 65)

Improve the role of subject coordinators in monitoring pupils' learning and the standards they achieve by:

- scrutinising samples of pupils' work against criteria agreed with all teachers, to identify continuity, progression, match to individual needs and attainment;
- observing learning in lessons by individual and groups;
- analysing yearly assessments for individual pupils and year groups;
- using information from assessments to further inform the planning of the curriculum in each subject area.

(paragraphs 37, 45, 68, 76, 96, 100, 104, 108)

Draw up the required policy for sex education by:

- consulting with the diocesan authority, specialist professionals, the teaching staff and parents;
- referring to the latest national guidance issued by the Qualifications and Curriculum Authority.

(paragraphs 31, 46)

Improve the information for parents on the curriculum and on their children's progress by:

- discussing with parents their views on how they feel they could be best informed about their children's progress and on the work of the school.

(paragraph 42)

Seek ways of extending the range of extra-curricular activities (paragraph 30)

Other issues which should be considered by the school:

Ensure that attendance registers are marked as required to ensure accurate records of the reasons for absence. (paragraph 38)

The school has identified all of these matters as areas for attention, and the improvement of writing and a review of extra-curricular activities appear in the current school improvement plan drawn up earlier in the year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	21	61	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.0%
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
	2000	13	4	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	4	4	4
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	83 (92)	83 (85)	83 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	4	4	4
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	83 (85)	76 (100)	83 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	3
	Girls	3	2	4
	Total	4	4	7
Percentage of pupils at NC level 4 or above	School	36 (74)	36 (74)	64 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	3
	Girls	3	2	4
	Total	4	5	7
Percentage of pupils at NC level 4 or above	School	36 (79)	45 (79)	64 (84)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	21.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	62

FTE means full-time equivalent.

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.

Financial information

Financial year	1999 - 2000
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	£
Total income	206799
Total expenditure	212348
Expenditure per pupil	2360
Balance brought forward from previous year	0
Balance carried forward to next year	-5549

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	42

Percentage of responses in each category

(Totals do not always equal 100 due to rounding)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	50	45	0	0	5
My child gets the right amount of work to do at home.	29	69	2	0	0
The teaching is good.	69	24	0	0	7
I am kept well informed about how my child is getting on.	29	55	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	0	0	2
The school expects my child to work hard and achieve his or her best.	74	19	0	0	7
The school works closely with parents.	45	45	10	0	0
The school is well led and managed.	36	57	0	0	7
The school is helping my child become mature and responsible.	52	40	2	0	5
The school provides an interesting range of activities outside lessons.	33	48	5	2	12

Other issues raised by parents

Several parents made positive comments about the work and approachability of the headteacher.

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

THE FOUNDATION CURRICULUM FOR RECEPTION PUPILS

49. Children are admitted at the beginning of the year in which they become five into the reception class, which also provides for pupils in Year 1. At the time of the inspection there were 13 foundation stage children in the reception class. Baseline assessments are carried out during the first half of the term following admission. Children come from a wide range of backgrounds and show a full range of attainments on entry to the school, which are generally average, and a little above average in the current year.
50. The quality of teaching across all areas of learning is never less than good; sometimes it was very good, and excellent on one occasion. The quality of children's learning matches this, and children are on course to generally attain the expectations for the end of the foundation stage, the early learning goals, at the end of the reception year. Some children are on course to exceed them. It is not possible to compare this with standards at the last inspection, as they were not reported.
51. There is an emphasis on children's personal, social and emotional development, and they achieve well. Teaching is good. Children are well managed; they settle well and show a sound understanding of daily routines. They sit quietly and are well behaved when adults are talking. Children listen carefully to others, answer questions, and take part well in group and class activities, for example, when discussing books and investigating colours. When they are given tasks, or choose their own play activities, children show interest and persevere, and tidy up sensibly at the end of sessions. They are able to listen to one another and, in their play, take turns and share materials. Children are well behaved, and only occasionally does some liveliness need to be checked, and they respond well. Children are on course to attain or exceed the early learning goals by the end of the foundation stage.
52. In developing their communication, language and literacy skills, children achieve satisfactorily and they are on course to attain or exceed the early learning goals. Children listen very attentively to stories, and talked about events in 'Bear on a Scary Night' when the teacher read it with them. They began to infer facts from the story. Children learn the shape and sound of individual letters. Some children start school with good reading skills, and have already reached and exceeded the expectations for their age. When writing, they begin to form letters, some of which are recognisable, and the more able go from copy writing to free writing using simple words and phrases. Children become aware of the conventions of written language, for example, by leaving spaces between words. Many of them are able to write their own names legibly and all the children, with help, have written them on a computer to label some pictures. Teaching is good. Early writing is valued and celebrated, and planned, structured role-play is used well to provide a stimulus for developing language and literacy skills. For example, the classroom assistant engaged well with pupils in the role-play area and talked about camping activities with them.
53. In their mathematical development, children's attainment is appropriate in relation to their overall attainment on entry, and all are achieving at least satisfactorily, as they are on course to meet or exceed the early learning goals. Along with older pupils in the class, they join in counting to 20, and with partners they identify numbers up to 10, and begin to understand 'less than', 'more than', and numbers between two others. Many already recognise and order numerals to 9. Children identify shapes with different numbers of sides and corners, use descriptors such as 'long' and 'short', and make their own records of objects longer than, for example, a pencil. Play with sand and water is used to help children to develop an understanding of capacity and volume. The good teaching is planned and prepared thoroughly, is very well paced, and enthusiastic.
54. Knowledge and understanding of the world is taught well and children learn at appropriate levels. They identify leaves of different shapes, comparing them to pictures, and record what they have learnt about different animals and their natural foods. In a lesson led by the qualified classroom assistant, children explored the results when paints were mixed, and looked through transparent

plastic paddles of different colours and discussed the effects. Children showed curiosity and interest, and manipulated the coloured paddles well, trying different combinations. They investigate the properties of materials such as sand and water. The current role-play area, set up with tents in a night time setting, enabled them to explore dark and light independently. Children construct artefacts, such as masks and puppets, using various materials. When using scissors, glue and paper, to make collages they show appropriate skills and handle the tools and materials carefully and safely. Programmable toys and computers support their learning and children learn to use these confidently and with enjoyment. Children begin to learn about other cultures, and have learnt about how Hindus celebrate the festival of Divali, and made lamps and biscuits linked to the festival. Children's achievement is satisfactory, and they are on course to at least meet the early learning goals.

55. Children's physical development matches expectations for their ages, and their achievements are satisfactory. Some children are on course to exceed the expectations at the end of the foundation stage. They enjoy opportunities for physical activity in the hall and work hard to move with control and coordination, making different shapes. The teaching seen was good and helps children to learn about their bodies, to use space well and how to control and refine their movements. They become aware of safety and care when using apparatus. Children handle a variety of tools, such as pencils, crayons, glue spreaders and scissors, and learn to use these with control. Their manual skills are further developed through various art and craft activities. The lack of a secure play area outside, and also of ride-on wheeled toys limits opportunities for children to develop their skills of control, adjustment of speed and direction, shared use of space and regard for others in a different context.
56. Children have many opportunities for their creative development. They are achieving satisfactorily and are on course to attain the early learning goals. They express their own ideas and feelings using a variety of media including paint, collage materials, pencils, crayon and modelling clay to make pictures and models. Children use tools such as pencils, brushes and scissors with often good control. They enjoy singing, and responded very well to some quite challenging songs. Their creative skills are further developed through imaginative role-play where they act out different characters and events. The teaching of music and other opportunities across the curriculum for promoting children's creative development are good.
57. The teacher's planning is based well on the national guidance for the foundation stage, and on the reception year stages of the National Literacy and Numeracy Strategies. On an on-going basis, the teacher interprets these into good learning experiences for the children, alongside those planned for pupils in Year 1 in the same class. Assessment procedures are sound and children's progress is regularly checked, particularly in literacy, numeracy and science. Work is often well matched to the needs of the two different year groups in the class, and the contribution of the trained classroom assistant is significant in this process. On some occasions, however, it is not clear that a common activity for both year groups is best matched to the reception children's stages of development. On occasions, there is a need for more explorative activity by children in the foundation stage, for example, with art materials, construction kits, 'small world' equipment and musical instruments. Whole-class planning and assessment tend to be led by National Curriculum subject headings, and there is insufficient emphasis given to the broader areas of learning intended for the foundation stage. The draft policy for the early years, which is based on earlier arrangements for providing for children under five and for those in the rest of the reception year, makes no reference to the new foundation stage and its particular curriculum guidance. Despite the good, and better, teaching provided for children in the foundation stage, there is scope for a clearer definition of the experiences intended for the reception year.

ENGLISH

58. At Key Stage 1, in the tests taken by pupils in Year 2 in 2000, the percentage of pupils reaching the expected level in reading was just below the national average. The percentage of pupils achieving the higher level was well above average. As a result, the overall performance of pupils in reading was above average compared to all schools, and average in comparison with similar schools. In writing, the percentage of pupils who attained the expected level was also just below average, and the number attaining the higher level was average. Pupils' overall performance in writing was below

average, and compared to similar schools, was well below average. In the period since the last inspection, generally above average standards in reading, and average standards in writing, have been maintained, but results in writing in 2000 represent a fall.

59. At Key Stage 2, the percentage of pupils reaching the expected level was very low compared to all schools and to similar schools. These low results were expected from this small cohort of pupils, whose performance in tests in Year 2 had also been below average. These results are not typical, and pupils' overall performance in tests at Year 6 from 1996 to 1999 has been above average. There was a fall in standards in 1999, when although the number of pupils reaching the expected level was in line with the national average, only a small percentage achieved the higher level. The weak aspect was writing.
60. The findings of the inspection show that attainment is average at the end of Key Stage 1, and above average at the end of Key Stage 2. At the last inspection, standards seen were average at both key stages. Standards at the end of Key Stage 2 currently are more in line with the overall above average pattern of test results, and represent good achievement by these pupils.
61. Standards in speaking and listening are generally satisfactory in Key Stage 1, and on occasions are notably good. Pupils in Year 1 listened carefully to the telling of the story 'This is the Bear', and responded well to questions. Some made their own points clearly and confidently. In Year 2, pupils listened with interest to a poem about 'The Tree' that they had read together previously. They are eager to participate in discussions, but a few do not have good habits of taking turns when answering questions, and tend to call out. By the end of Key Stage 2, pupils' speaking and listening skills have developed well, and are above average. Many pupils express themselves confidently using a wide vocabulary, and take good account of the contributions made by other pupils. For example, pupils in Year 6 explained well some of their previous work, and added effectively to what others said. In a lesson where pupils in Years 5 and 6 were reviewing different poetic forms, they explained what they knew clearly and thoughtfully.
62. In both key stages reading standards are good. In Key Stage 1, pupils listen to stories and poetry attentively and respond appropriately to questions about events, characters and vocabulary. Pupils in Year 1 were recognising, and also making up, simple rhyming words, while one of them in each group wrote them down well on behalf of the group. By the end of the key stage most pupils read with appropriate fluency, using sound strategies to read unfamiliar words. Higher attainers read with good expression, understand the main points and express opinions about what they are reading. Younger pupils in Key Stage 2 continue to develop their reading skills well, studying in one lesson a factual text on sea creatures effectively, identifying the structure, paragraphs, specific vocabulary and synonyms. One group read with reasonable fluency for their ages, hindered only by some more challenging vocabulary. By the end of the Key Stage 2, the majority of pupils read a variety of texts fluently and accurately, and with enjoyment and understanding. They identify the central meaning, referring to the text to support their judgements, and make mature, personal responses to the ideas expressed.
63. Standards in writing, including handwriting and spelling, are broadly satisfactory, but vary between year groups in both key stages. In Year 1, pupils had worked well as a class to create their own big book, scribed by the teacher, and were already thinking of ways of improving it. Pupils had written their own simple sentences about Guy Fawkes, some of which were quite clear and, early in the school year, represented good achievement. Pupils in Year 2 had written about the Great Fire of London. The writing often included logical sequences of sentences and correct punctuation and showed sound attainment for the majority of pupils; some attainment was good. Other writing is of a more mixed quality. Pupils have completed diaries, but the text is copied as a handwriting activity rather than used as an opportunity to create their own narratives. Higher attaining pupils have planned stories suitably, identifying the characters, setting and main events. The content is quite engaging, but presentation is varied.
64. In Key Stage 2, pupils in Year 3 have produced, for example, good writing about Henry VIII. Some included ideas that were expressed particularly well and more advanced punctuation, with commas used accurately within sentences. Poems entitled 'Passing Through the Wood' by pupils in Year 4

were well presented, imaginative and appropriately structured. By the end of Key Stage 2 most pupils can write at length, and the higher attainers use complex sentences and paragraphs accurately. Writing includes lively and thoughtful narratives, with some good use of both formal and informal language. Pupils have written for a range of purposes, including book reviews, play scripts, letters and holiday brochures. Most pupils can produce fluent, joined handwriting, and spelling is accurate.

65. The good standard of writing evident in the current Year 6 is not, however, assured for all year groups by the time they leave school. The school has identified the need to improve the range of writing, as this aspect of English has been a relative weakness in recent tests at both key stages. This is partly a result of the year groups, which vary in size and composition from year to year. However, opportunities for writing regularly and extensively for a wide range of purposes across the curriculum are not well established. Within English lessons also, some opportunities for writing are not taken; for example, when pupils copy sentences from published material to illustrate synonyms, when they could more profitably compose their own. There are, nevertheless, occasions when pupils apply their literacy skills usefully across the curriculum. For example, they read relevant texts in other subjects, record what they have learned in science and write historical accounts. However, literacy skills tend to be used or consolidated rather than extended on these occasions. Computers are used satisfactorily to support learning, and pupils often draft text effectively using word processors.
66. The quality of teaching in English is good overall in both key stages. Teachers make effective links between previous work and new learning, and match the tasks to meet individual needs. The needs of pupils with special educational needs are taken into account, and the work or support they are given enables them to make as good progress as other pupils. Teachers set clear time targets for what pupils are expected to achieve during the lesson, maintain a good pace and usually have high expectations of what pupils might achieve and of their behaviour. As a result, lessons are purposeful and productive, and learning is good, particularly in Key Stage 2. On one occasion, teaching in Key Stage 1 was excellent. Consequently, the pace of learning was brisk, and pupils were highly enthused and made significant efforts to do their best, inferring and deducing well from a shared text, and speaking and listening to a good standard. A weakness in otherwise satisfactory lessons was some group teaching that lacked a sharp enough focus, and where a group working independently finished its task and was unable to proceed without further help. All teachers have a sound understanding of the subject, and plan lessons with clear learning objectives in line with the National Literacy Framework. Phonic skills and spelling are systematically taught throughout both key stages. Pupils are heard to read regularly. In both key stages they take books home, and home-school reading diaries provide an effective means of communication between parents and teachers.
67. Teachers use information from their own assessments and from standardised tests each year to help group pupils. Good questioning and the regular marking of work, in some cases with detailed comments to help pupils make progress, contribute to teachers' sound knowledge of pupils' attainments, and this usually ensures that pupils are challenged with well-matched activities, and know how to improve their work. Spelling and reading homework is given regularly, and contributes well to learning.
68. The subject coordinator provides good support and advice for colleagues. The coordinator has had time to monitor teaching, which has contributed well to the implementation of the literacy hour. Planning is checked regularly to ensure that work is consistent with requirements, but as yet there is no regular sampling of pupils' work. Resources, such as sets of books, texts displayed on overhead projectors or on chart stands, and computers are used well and make a positive contribution to the quality of pupils' learning.

MATHEMATICS

69. National test results for 2000 indicate that at the end of Key Stage 1 the percentage of pupils reaching the expected level was below the national average. However the percentage of pupils reaching the higher level was well above national figure. Overall the schools results were above the national average, and in line with the results of similar schools.
70. The test results for pupils at the end of Key Stage 2 in 2000 show that the percentages of pupils reaching both the expected level and the higher level were very low compared with the national average and the results of similar schools. The performance of this cohort of pupils was well below the national average at the end of Key Stage 1 also. The school's cohorts are small in number and such considerable year-to-year variation is not uncommon. In the previous year, in comparison with schools that had a similar intake from Key Stage 1 in 1995, the results at Key Stage 2 showed that pupils' progress in mathematics was above average. Taking the school's result over the last four years together, the performance of pupils by the time they leave school has been well above average.
71. The inspection shows that the standard of work of the older pupils in Key Stage 1 is in line with that expected nationally, and in some lessons it was above this. This reflects standards identified at the last inspection. These standards represent satisfactory achievement by the end of the key stage. Most pupils have a secure knowledge of the appropriate language of mathematics and are able to use number bonds of ten in the addition and subtraction of larger numbers. They have an understanding of simple fractions and know about the properties of simple plane shapes. Higher attaining pupils can count accurately in twos and fives, understand that multiplication is a way of expressing repeated addition, and are beginning to deal with three-digit numbers with increasing ease.
72. The attainment of the older pupils in Key Stage 2 is in line with the standards expected nationally. This is not as high as those seen at the last inspection, but does not represent a trend, but a variation between different cohorts. These standards represent satisfactory achievement. Pupils of average ability have a sound understanding of number and the four operations. Their understanding of decimals is developing and they add and subtract numbers with decimal parts. Some pupils recognise some simple decimal, percentage and fraction equivalents. However, questions related to simplifying fractions are generally less well attempted. Pupils can name the different types of angles, calculate the perimeters and areas of simple shapes and understand that data can be represented in various ways. Pupils with special educational needs make sound progress in relation to their individual attainment levels. The pupils' skills in numeracy are well supported across the curriculum through, for example, the use of measuring and weighing in science and of time lines in history.
73. The quality of teaching overall is consistently good across both key stages, and has improved since the last inspection. The strengths in teaching lead to good learning in lessons, and have the capacity to lead to overall good progress and higher achievement over the key stages. The overall pattern of above average attainment by the time pupils leave school indicates that this is the case, although there are variations in some years. Teachers work hard to develop pupils' effective mental strategies, and devise ways of motivating them during the reinforcement of these skills. For example, pupils in Year 1 set up clapping rhythms to help with counting, and Year 6 pupils play their version of a television numbers game well when practising partitioning to help add numbers in the hundreds. In most mental arithmetic sessions pupils are kept involved well by the good use of whole class activities and of resources like number fans, which enable all pupils to respond to questions. The use of open-ended questions, which would enable pupils of different abilities to respond at their own level, is evident but limited.
74. Teachers generally display good subject knowledge and all sessions are well planned and organised. This ensures that pupils of all abilities are provided with relevant, interesting and challenging activities to which they respond in a motivated manner. In Year 2, for example, the pupils solve problems by first writing down the relevant number sentences. Some pupils work from

written guidance, and other pupils work appropriately from a good teacher-made resource representing removable people on a bus. Lessons generally proceed at a good pace and teachers use time efficiently. In a well-planned and well-structured lesson in Year 4, for example, the teacher had prepared fraction diagrams on card in advance of the lesson. As a result, the whole class question and answer session moved along briskly, pupils' concentration was maintained and their learning was good. In a small minority of lessons the whole class sessions were too long for the concentration span of a minority of pupils, who tended to become restless. In general, teachers' questioning of pupils is clear and pupils' strengths and weaknesses are well known. Consequently, pupils of all abilities are involved in the class question and answer sessions, and they join in with confidence.

75. Good relationships exist in all classrooms, and because of this pupils accept advice as part of their learning process. Support assistants are used effectively in the reception and Year 1 class, and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's input. There are effective discussions at the end of lessons, when teachers encourage pupils to talk about their work and highlight what they have learnt. In Year 2, for example, after the pupils had drawn rectangles to represent the two- or the five-times table the good questioning of the teacher resulted in a good range of comments by the pupils. 'The rectangles get fatter', 'The rectangles change to a square, then rectangles again', and 'The numbers go up in fives' were some of the useful observations made. Teachers make satisfactory use of ICT, and of homework, such as practising multiplication tables, to support pupils' learning
76. The effective implementation of the National Numeracy Strategy, and the emphasis on improving pupils' mental arithmetic skills, are having a positive impact on pupils' progress. The subject is led effectively by a well-organised coordinator. Assessment procedures are good, and the results are monitored and analysed in order to track pupils' progress and assist in group and year placements within the mixed-age classes. The school has introduced the suitable use of group targets, and these are displayed in most classrooms.

SCIENCE

77. Teacher assessment at the end of Key Stage 1 in 2000 shows that the percentage of pupils who attained the national expectation was just below average. No pupils reached the higher level. When compared with results from similar schools, the number attaining the expected level was well below average. There are variations from year to year, particularly as a result of small cohorts, and in 1999, standards were very high, with all pupils attaining the nationally expected level, although the number reaching the higher level was below average. Evidence from the observation of lessons and the examination of pupils' previous work indicates that standards attained by pupils currently at the end of Key Stage 1 are generally in line with those expected nationally, and this reflects findings at the last inspection. These standards are appropriate in relation to pupils' attainment on entry, and represent satisfactory achievement.
78. Results from the tests in 2000 of the end of Key Stage 2 show pupils' overall attainment was well below average, and very low compared to similar schools. However, these low results were anticipated from a small cohort of pupils that had performed below average at Key Stage 1. The results represent a dip and not a trend in the school's results. In 1999, test results were well above average, and above average compared to similar schools. Over the four years from 1996 to 1999, pupils' performance in science was very high in comparison with the national average. Findings in the inspection show that pupils are attaining above average at the end of the key stage. These standards have been maintained since the last inspection. They are good in relation to pupils' attainment generally when entering the key stage, and represent good achievement. In comparison with schools that had a similar intake from Key Stage 1 in 1995, in terms of their performance at Year 2, the results at Key Stage 2 in 1999 show that pupils' progress in science was well above average.
79. By the end of Key Stage 1 pupils are able to plan and construct a simple electrical circuit, and some go further and include an extra bulb in the circuit with a single extra cable. They record accurately how that is achieved. They explore the effects of different types of exercise, including

noting how they feel before and after exercise. Work has been done on investigating the nature of different foods, such as fruit and vegetables, meat and fish, and dairy products. Pupils have studied plant growth, and some of this work has been done at home, with evidence of a good plant diary kept by one pupil, that included photographs, a leaf specimen and a well-written commentary of the progress of the plant. In Year 1, pupils were studying light and dark, and a range of activities, such as the use of a darkened role-play area, was enabling them to recognise sources of light, and to identify changes when using torches.

80. In Key Stage 2, pupils were doing more advanced work on electric circuits, applying themselves well to planning, making and testing circuits with switches. They were able to explain what they were doing, and made adaptations to their switches. Some demonstrated good ideas for maintaining electrical contact on moving parts. The investigative dimension of the work was good, as pupils responded to suggestions, and found their own solutions to improving their switches. They demonstrated them with pleasure and a clear sense of satisfaction at what they had achieved. Their attainment was good. By Year 6, pupils have a good understanding of a fair test, including constants and variables, although they do not use the terms confidently. They know about making predictions and the meaning of evidence. Pupils talk with understanding, based on first-hand investigation, about resistance in electrical circuits caused by increasing the length of wire used. Previous work shows that pupils know about the human heart, describing its features and functioning, as a muscle and a pump, accurately and clearly. They are aware of diseases that might affect it. In a lesson on medicines and drugs, pupils showed a good level of understanding of the dangers of nicotine and alcohol, and the ill effects and diseases they can cause. They have knowledge of oxygen, inhalation and circulation, and how drugs may affect unborn babies. Pupils also develop an awareness of the implications of other drugs, such as painkillers.
81. The quality of teaching in the lessons seen was good across the school. In one lesson in Key Stage 2 teaching was very good. That lesson was characterised by the very good use of scientific vocabulary, and a very good pace that gave a good sense of purpose to the lesson and encouraged pupils to think carefully about chemical substances. Good questioning enabled the teacher to continuously assess how pupils were learning, and to guide the challenges that were set. Pupils' learning was very good, as they developed their understanding of drugs, asked good questions, and made considerable efforts when attempting to answer questions.
82. No teaching was less than good. All the lessons seen were well planned, and learning materials were prepared and used effectively, such as electrical apparatus and a range of materials that pupils could use as they wished. Teachers provided practical activities and the provision of specific extension work, or opportunities for pupils to go as far as they could in the given task. Teachers use accurate technical language relevant to the work in hand. Pupils of different levels of attainment are suitably supported, and respond well. All these strengths build on the overall satisfactory standards and good attitudes promoted in Key Stage 1, and lead to the good learning that takes place in Key Stage 2.
83. The use of literacy and mathematics skills in science is satisfactory. The pupils record their observations when conducting experiments in a variety of ways, including writing accounts of their work and the labelling of diagrams. Pupils use mathematics in recording data, such drawing graphs on foods. The use of ICT in science is not well established, but is beginning to be used, for example, to create a spreadsheet to record uses of water.
84. The good leadership of the subject has been maintained since the last inspection, and there are plans to improve the quality of scientific enquiry. Nationally provided materials are used effectively, although there is no skills checklist to help monitor pupils' progressive development of skills. However, teachers generally know the pupils well, and yearly assessments enable them to identify pupils' attainment at regular intervals.

ART AND DESIGN

85. Across the school, and at the end of both key stages, the pupils' attainments are in line with the national expectations for the development of their knowledge, skills and understanding in the subject. These standards reflect the findings in the previous inspection. The quality of some work, such as observational drawings in Key Stage 2, is above the expected standards. Pupils' achievements in the subject are satisfactory at both key stages.
86. In Key Stage 1, the youngest pupils developed their cutting and sticking skills suitably as they worked on the collage decoration of owl shapes they had cut out, using a choice of materials. When making collages of the sun, they considered colour tones and made their own selection of colours from a range provided. In Year 2, pupils looked at a painting by Van Gogh, and took pride in working from their own observations of the artist's technique and style to produce similar representations using a range of media. They were responsive to the ideas presented to them. Previous work includes portraits in crayon and drawings from photographs of Florence Nightingale, carried out with some fluency, but with less attention to detail. Paintings of trees show pupils making efforts, with a careful feeling for the structure of the branches in some cases.
87. In Key Stage 2 pupils continue to develop their skills of representation, such as pictures of historical figures from Tudor times, based on looking at the portrayal of relationships in pictures, and in the decoration of writing in a Tudor style. Tissue paper rosettes to embellish a display were made neatly, but represent less explorative and individual work by pupils. Work by older pupils in pastel pictures of objects such as plants, loaves of bread, candlesticks, and a peppermill is often of a good standard. It shows careful observation and the thoughtful use of techniques of shading. Pupils also develop their ideas of composition when they combine objects of different shapes, colours and size in observational studies, also in pastel. Work on shading continued in a lesson where pupils explored gradations in tones that could be achieved combining white chalk and charcoal. Some pupils made images with complex elements of light and shade on different faces, and began to explore the way in which they might cast shadows from a given light source.
88. The teaching seen was good across the school. Teachers stimulated pupils with interesting introductions and explanations. Teachers' learning intentions are clear and, where they are particularly challenging, pupils are inspired to work with care, know what they are doing and strive to achieve. Resources are used well; for example, copies of a painting by Van Gogh were available on each table in the classroom for pupils to refer to as they worked independently. Media were prepared and accessible, often for pupils to make choices, although in the lessons seen they were generally restricted as teachers focused on particular techniques or skills. Reference to the work of well-known artists, such as Mondrian and Hockney, is frequent. As a result of the good teaching, pupils work with effort and interest at a good pace, and think for themselves as they try out new ideas. In this respect, pupils' learning is good. An expectation of the National Curriculum is that pupils in Key Stage 2 will use sketchbooks to help them collect information and develop their own ideas, but these have not been provided, and this limits individual learning. Their introduction is intended.
89. There is a programme of activities, based on national guidance, to ensure that pupils have access to an appropriate range and sequence of experiences. However, there is no list of skills to be acquired progressively and this inhibits the accurate assessment of pupils' attainments and the best challenge for individual pupils. This is not preventing pupils from attaining well on occasions, but greater challenge would have the potential for taking standards higher for more pupils. There was only limited evidence of the use of computers for art and design activities
90. Teaching is supported by a knowledgeable coordinator. An appropriate action plan for the development of the subject has been drawn up, but its implementation is not a priority at this time and it may be deferred. However, it indicates an awareness of the importance of the subject within the curriculum and a desire of the school to further improve standards.

DESIGN AND TECHNOLOGY

91. Only two lessons, in Key Stage 2, could be observed in the inspection. Judgements about attainment are based on the lessons seen, evidence of pupils' previous work, the scrutiny of teachers' planning, and discussions with pupils and teachers. These show that standards broadly meet the national expectations at the end of both key stages. This is an improvement since the previous inspection, when standards were unsatisfactory and their improvement was a key issue. The achievement of pupils is satisfactory at both key stages, as these standards are appropriate in relation to pupils' prior attainments.
92. In Key Stage 1, pupils have designed pylons using straws, and written how they will make them. They have also designed posters to get across a specific message, safety in relation to poisons, combining art and design skills with a product planned for a purpose. Youngest pupils in the key stage show, in other lessons, that they have acquired skills of cutting, gluing and joining carefully at an appropriate level. They have made simple masks and puppets, which show some individuality in the details of the finish. Pupils in Year 1 have made small clay lamp holders and biscuits, associated with work in religious education on the Hindu festival of Divali, and there are plans for making advent calendars and mince pies for Christmas.
93. In Key Stage 2, younger pupils were designing a switched circuit to protect a valuable vase from theft. Some pupils found this quite difficult, and others produced designs that were sound but would be difficult to make, as they lacked the skills to make what they envisaged. Some pupils came up with realistic plans, and were able to clarify their ideas when discussing them. Pupils drew up appropriate lists of what materials they would need. In a subsequent science lesson, the teacher focused on the making of switches in electrical circuits, as this was the weak aspect of their designs. In this context, they began to develop switches that would close when an object was moved, and some were reasonably successful. Older pupils in the key stage were testing the properties of some textiles, as covers for a previously designed shelter. Pupils identified, to various degrees, the need for flexibility, water resistance, lightness, strength and the capability of being joined. Other work has included research on different types of bread, including the ingredients and taste, and has extended their research in some work at home. Pupils have also designed pyramids using paper cylinders and card triangles as corner reinforcements.
94. Pupils in Year 6 have made working models using pneumatics, and they were able to demonstrate one such model, and describe and explain its operation. They understand the significance of the design, making and evaluation process, showing appropriate levels of understanding and skill.
95. The teaching seen was good. Lessons are well planned and challenging, pupils are encouraged to think and come up with their own ideas. Where they find it difficult to explain, they are helped and motivated, and as a result, they settle to designing tasks with interest and motivation. Weaknesses in designs are talked through, and pupils challenged to improve their proposals to make them workable. Correct technical vocabulary is used, and shortfalls in pupils' understanding are addressed in order, for example, to help them differentiate between properties and uses of materials. Lessons were purposeful and well paced. The good teaching was having a direct effect on the quality of pupils' learning in the lessons seen, which was good. The good progress in lessons has the potential to lead to higher achievement across the school.
96. The coordinator has a clear sense of direction, and has identified areas of work in the subject that need to improve. Planning by teachers for the subject is suitably based on national guidance. However, there is no system to guide and track pupils' progress in the acquisition of skills, but the standards they attain are regularly assessed.

GEOGRAPHY

97. There was insufficient evidence to judge the pupils' attainment in either key stage as no geography was being taught at the time of the inspection. However, from a limited amount of pupils' previous written work, teachers' planning and discussion with teachers and pupils it is apparent that an

appropriate curriculum is taught. At the beginning of Key Stage 1, pupils develop an understanding of the use of weather symbols and use these in their recordings of the weather. They consider how the weather can be measured and construct simple rain gauges and wind socks as part of the process of evaluating the effects of the weather on their own lives. They draw and interpret simple plans, for example ones based on the classroom or a devised treasure map. The local environment is used for an early experience of fieldwork, and pupils compare their local homes with homes from other countries, such as Africa and Alaska.

98. In Key Stage 2, pupils continue their local studies to an appropriate depth. The school makes good use of its neighbouring locality and, for example, the River Wye when older pupils study rivers, but there is little evidence of the use of any other fieldwork to support learning in Key Stage 2. ICT is used satisfactorily as a tool as well as an information resource. For example, pupils were beginning to use spreadsheets to calculate an overall estimate of domestic water use in their homes. Published materials are used well to support the comparative study of China.
99. While no lessons were observed, interviews with pupils and the scrutiny of their work indicate that they enjoy the work done, and approach written work satisfactorily. No judgment can be made on the quality of teaching overall, but teachers' planning is sound.
100. The school is in the process of changing to the nationally provided curricular materials while still incorporating those successful aspects of the published scheme used previously. The school plans to review this at the end of the present year. The curriculum has improved since the last inspection. Annual assessments provide information on pupils' progress, but are not used systematically to inform teaching.

HISTORY

101. The attainment of pupils at the end of both key stages is in line with national expectations. These standards have been maintained since the last inspection, and represent appropriate achievement at both key stages. By the end of Key Stage 1, pupils have a sound understanding of chronology and an appreciation of changes over time. They recognise that a major event can have an important impact on a community, such as the Great Fire of London. They understand the importance of contributions of famous people like Florence Nightingale. In Key Stage 2, pupils develop a deeper understanding of English history through a study, for example, of the Tudors and the impact that people like Nelson Mandela have on modern history. Throughout both key stages pupils use a satisfactory range of sources of information to help them to develop sound skills of historical inquiry. In a Year 4 lesson, for example, pupils used a picture of a Tudor woodcut to compare a Tudor classroom with their own. However, there is less use of firsthand experiences, such as visits to historical sites, or visitors to share their experiences.
102. No lessons were observed in Key Stage 1 during the inspection, so no judgement on the quality of teaching can be made. However, in the small number of lessons observed in Key Stage 2, the quality of teaching was sound and good in equal proportions. Teachers have good subject knowledge and lessons are well planned. They set tasks that are appropriately challenging and suited to pupils needs. In a lesson based on the life of Nelson Mandela, for example, pupils used newspaper pictures and captions well in their research, and some went further to read newspaper articles to find out more.
103. In the most effective lessons teachers work hard to develop pupils' skills of observation, and give pupils of all attainments opportunities to put these into words. During a lesson based on a Tudor classroom, a pupil's comment that Tudor children wrote with feathers was discussed and became a valuable part of the discussion, as were more obscure observations by more able pupils. Many pupils show pleasure in discovery and respond well to the subject. However, a significant minority of the older pupils can become unsettled during whole class sessions. Teachers ensure that good quality displays, which include pupils' work, are used in classrooms and shared areas around the school, and these effectively raise pupils' awareness of history. Little evidence of pupils' use of independent research outside the classroom was observed. The quality of teaching has improved in Key Stage 2 since the last inspection and provided good learning opportunities for pupils in the

lessons seen. Pupils with special educational needs make sound progress in relation to their individual attainment levels.

104. The school is in the process of changing from their old scheme of work to the use of nationally provided materials. This is enabling teachers to be more specific in the objectives they set for pupils of different attainments. Links with other curricular areas support the history curriculum satisfactorily, for example in dance the pupils learnt to do the pavane, and in drama they have produced a play based on World War Two. The curriculum has improved since the last inspection. The subject coordinator is new to the school and, as yet, has had no opportunity to monitor pupils' learning or the school's response to the new curriculum. Resources are generally used well to support learning, although the use of ICT as an aid to research is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Pupils' attainment at the end of both key stages is in line with national expectations and the standards identified at the time of the last inspection have been maintained. Pupils' achievements, in relation to their overall average attainment on entry, are sound in both key stages. By the end of Key Stage 1 pupils understand that a variety of information can be entered and stored on the computer. They enter text accurately, producing their own labels for use in the classroom and use the skills they achieve in work in other subjects. In literacy, for example, pupils in Year 2 edited a piece of text, replacing 'ands' with full stops and the appropriate capital letter. In numeracy, pupils engage in appropriate problem solving activities on computers. Pupils in Reception and Year 1 discover the meaning of 'nocturnal' as they watch the teacher accessing information about nocturnal animals as an introduction to an art lesson.
106. By the end of Key Stage 2 pupils use a variety of fonts, sizes of fonts and colour in the presentation of their texts, and combine simple text with pictures, such as when designing posters on healthy food. They save and print their work, producing class books, on, for example, winter and Christmas poems. Pupils use appropriate software to present data in bar graphs, pie charts and spreadsheets to support work in mathematics and science, and use a limited selection of CD ROMs to access information in other areas of the curriculum, such as history. Pupils understand that ICT can be used to control movement. They plan simple routes and programme a floor robot to execute these. Some pupils' skills, however, are not well established, as hands-on time is limited with one computer per classroom, and two older computers in the library area. However, classroom computers are new and provide access to the latest technology, which is often timetabled well to optimise their use.
107. Little direct teaching took place during the time of the inspection, but in the few short demonstration sessions observed and during the support of pupils using ICT in other curriculum areas, the quality of teaching was satisfactory and sometimes good. As a result, pupils' learning was at least satisfactory, as they applied themselves with interest and care. Pupils with special educational needs make sound progress. Teachers have sound subject knowledge and explain tasks clearly. Pupils respond well to the individual tasks set and talk with interest about work they have done, although a small number of older pupils did not maintain concentration during demonstration sessions. Pupils generally, however, have positive attitudes towards the subject and this contributes well to the progress they make.
108. The subject curriculum is broad and balanced and from the start of this year has been based on a national scheme. The subject coordinator is new to the school but already has a clear understanding of the stage of development of the subject within the school. She has produced an appropriate development plan covering three years which includes further raising staff expertise, the use of internet access to support learning and the setting up of a school web site. The curriculum has improved since the last inspection but assessment procedures are still at an early stage of development, and do not involve pupils in identifying and recording the progression of their skills. This limits pupils' awareness of what they need to do to improve their skills, and consequently their overall pace of learning.

MUSIC

109. Pupils' attainment in both key stages is above national expectations and pupils, including those with special educational needs, make good progress overall. The good standards and good levels of achievement across the school have been maintained since the last inspection. By the end of the Key Stage 1, pupils sing challenging songs in tune and have a good understanding of pitch, rhythm and tempo. They know the names of simple percussion instruments and most pupils use the instruments competently, composing and performing simple phrases. Pupils perform together well, as in a Year 2 lesson, singing loudly and softly to good effect in the rendering of 'Daytime, Night-time'. They show pride in their performances and work hard to improve these. Pupils know and use musical terms appropriately as in a Year 1 lesson where a pupil describes the sound made by another pupil on the xylophone as a glissando. Good acquisition of learning continues throughout Key Stage 2, leading to good standards of achievement overall. Pupils sing more complex songs and show real enjoyment when doing so. By Year 6, pupils have developed a good range and understanding of the language related to written music and are used to working from written scores. They build up a sound appreciation of music from a variety of periods and cultures, for example African and Peruvian, and the use of music played during assemblies reinforces this range.
110. The quality of teaching is very good throughout both key stages and is carried out by a specialist music teacher. The quality of teaching has been maintained since the last inspection, and leads to the very good learning that takes place in the lessons. Lessons are well planned and organised and contain a good range of activities. The teacher knows the pupils well and lessons are designed to be challenging and purposeful experiences. Consequently, pupils' attitudes to music throughout the school are good.
111. The youngest pupils are encouraged to listen carefully right from the start by the teacher singing greetings and instructions to them and the pupils echoing these back to her. The emphasis is on activity and involvement, and in a Year 1 lesson, for example, when the pupils playing the xylophone were practising their notes the remainder of the class was singing the names of the notes along with them. The teacher's questioning of the pupils is perceptive and designed to enhance the pupils' appraisal of performance. In a Year 2 lesson, the pupils in the listening group were asked if they could still hear the words clearly when those in the performing group were singing softly. Lessons are very well structured and make increasing demands on the pupils as their expertise grows. In Year 4, the pupils moved from chanting the simple rhyme 'Calico Jack' to chanting or tapping parts in a round, and ended by devising their own structure incorporating percussion instruments in groups. Pupils are managed positively and pleasantly and the contribution of all pupils is valued.
112. The curriculum is broad and balanced but pressures on the school timetable have meant that all pupils do not learn to play the recorder at present. Visiting teachers come one morning each week to provide tuition on brass and woodwind instruments for a small group of pupils, but these were not observed during the time of the inspection. Regular musical performances support the curriculum well, for example a presentation entitled The Miracle Squad, as well as performances at Christmas and Easter. Activities organised with partner primary schools, such as an African drumming session, make positive contributions to the pupils' learning also. There is an active and large school choir. Resources are used effectively, except for the use of ICT, which is underdeveloped.

PHYSICAL EDUCATION

113. Attainment is in line with national expectations at the end of both key stages. These standards have been maintained since the previous inspection. With the move to new accommodation, the school now has good space for gymnastics and dance, and some attainment above the national expectation by pupils in Key Stage 2 was seen in gymnastics. Pupils make satisfactory progress through the school and achieve appropriately in both key stages.
114. The work seen was mainly gymnastics. Pupils in Year 1 were practising different body shapes; pencil, egg and star; and combining these suitably in sequences on benches. The teacher demonstrated shapes and movements clearly, and pupils reproduced these actions and explored

how to vary them as they moved forwards and backwards, maintaining their balance carefully. Similar work was undertaken at a higher level in Year 2, where pupils jumped, rolled and balanced at an expected level. Some pupils showed more inventive approaches, finding balance points on knees and hands.

115. In Key Stage 2, younger pupils were working effectively to improve the quality of their movements and balance, using benches and mats, after revising previous work and trying out new ideas at floor level. They used their skills, techniques and ideas with good co-ordination and control, putting together good sequences of well-balanced movements. They were given opportunities to watch others perform, and used the ideas they saw in their own work. The standard of their performances was good. Pupils were attaining at an appropriate level in dance, learning a Tudor dance, the pavane. Pupils responded well to the challenge and all tried hard, a number becoming confident in performing the combinations of steps.
116. Teaching is good across the school, and some in Key Stage 2 was very good. Lessons are well planned and well presented, and this contributes significantly to the quality of the work undertaken by pupils and to their learning, which is good. Warm up exercises are carried out and pupils understand the effect of exercise on their bodies. Teachers demonstrate and ask pupils to demonstrate movements to each other. Opportunities for pupils to evaluate this work, however, vary and sometimes only the teacher makes judgements. Nevertheless, there is continual evaluation of how pupils are performing, and this informs the good level at which challenges are set. Class management is usually good, and this enables lessons to be purposeful, with pupils concentrating on their work and making good efforts throughout the lessons. Pupils are reminded of safe practices. They work safely, and also handle and move apparatus very sensibly and carefully.
117. Some extra-curricular games activities, football and hockey, enhance the games aspect of the physical education curriculum. Swimming is taught at the local swimming pool for pupils in Key Stage 2. The majority of pupils have already attained the national target of swimming 25 metres, and many go well beyond it as they progress through an award scheme. Opportunities for pupils to experience outdoor adventurous activities are not systematically provided. There is no regular programme of, for example, residential visits, but the headteacher, who is also the subject coordinator, plans to address this shortfall.
118. The teaching of physical education is supported suitably by the use of national guidance and also materials published by a local education authority. These contribute well to the good teaching. The coordinator monitors planning for the subject and, although there has not been any direct monitoring of teaching in the subject, areas for development have been identified. A professional player provides some cricket coaching, and it is hoped to provide qualified coaching also in gymnastics and netball to raise standards further.