

INSPECTION REPORT

ROBERT LE KYNG PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126281

Headteacher: Mrs M White

Reporting inspector: Mr G D Jones
11816

Dates of inspection: 16th – 19th October 2000

Inspection number: 225131

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Dave Rowland
Date of previous inspection:	13 th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Robert le Kyng Primary school serves an area close to the centre of Swindon and has 382 pupils on roll. The area served by the school contains mainly terraced housing. There is also temporary housing, asylum seekers and relocated homeless families in the area. The school is bigger than most other primary schools. The school has thirteen classes, with the older pupils being in larger classes. The attainment levels of the pupils when they are first admitted to the reception classes are close to the average. Most classes include pupils from more than one year group. Approximately five per cent of the pupils come from minority ethnic groups, mainly Asian, black African or black Caribbean. Eight pupils speak English as an additional language and there are no traveller children. Eleven per cent of the school is entitled to free school meals, a somewhat lower proportion than in most schools. The school has a Unit for 12 pupils with physical impairment who are well integrated into the mainstream classes. Twenty-eight per cent of the pupils are on the school's special educational needs register.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. Pupils make good progress in English, mathematics and science and levels of attainment in each of these are now close to national expectations. The school ensures that pupils' good progress is sustained through carefully considered and agreed targets. Pupils' work is continually assessed in order that teachers can plan the next step in each pupil's learning. Pupils from the Unit for physically impaired are very well integrated into the classes and other pupils treat them with much respect and provide assistance whenever possible. The quality of teaching in the school is good overall. The leadership and management of the head teacher are excellent. She has enabled the school to improve its work considerably since the time of her appointment 18 months ago. Teachers who have the responsibility of co-ordinating the development of subjects in the curriculum work hard and have a very clear idea of what needs to be done to develop the subject each year. The governors support the school very well and are committed and very involved in its development. The school provides good value for money.

What the school does well

- The outstanding leadership of the head teacher;
- The highly effective way the governing body shapes the direction of the school;
- The very constructive links the school has with parents, including good quality written reports;
- The very good provision for the pupils' personal, spiritual, moral and social development;
- The very successful way pupils are encouraged to work hard and behave well in school;
- The very good provision for pupils with special educational needs;
- The running of the Unit for physically impaired pupils is highly efficient and very successful;
- The highly effective strategies used for teaching literacy.

What could be improved

- Pupils' attainments in speaking in both key stages;
- Attainments of higher attaining pupils in Key Stage 1 and in science throughout the school;
- Pupils' attainments in information technology throughout the school;
- Pupils' progress in geography in the junior department and the provision of equal curricular opportunities for pupils to participate in educational visits based on the geography curriculum;
- The slippage of time at the end of break times resulting in the total teaching time falling below the minimum recommended time for Key Stage 1 and Key Stage 2;
- The provision for raising the pupils' awareness of the ways of life of the different ethnic groups represented in this country.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and has made considerable improvements since then. The governing body of the school now fulfils its statutory duties fully. It monitors the work of the school thoroughly through statistical analysis of the available data, through regular visits and by monitoring the school's expenditure. Financial planning is now very good. The draft budget is now set very carefully by the head teacher, school administrative officer and chairman of the finance committee. The initiatives in the school development plan are linked to the school budget so these are now all funded adequately. The head teacher provides very strong leadership and is implementing a very successful drive to raise standards in the school. Teaching

strategies have been improved to provide more effective lessons for pupils throughout the school, particularly in literacy and numeracy. Systematic methods for monitoring the standards of pupils have been introduced and implemented. Ambitious targets have been set for each pupil based on their present standards, on predictions of their future performance and on results of tests measuring their potential. Standards in reading, writing, mathematics and science have been improved, particularly in Key Stage 2. The quality of teaching for the under fives is now very good. Improvements in pupils' levels of attainment in information communications technology have still not improved. The school has, quite rightly, placed a higher priority on literacy and numeracy and will be focusing on information communications technology in the near future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	C	B
mathematics	E	E	C	B
science	E	D	C	B

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

The school has been improving its results in the annual national tests over the last few years. These are now broadly average or close to the national average. Compared with similar schools the results are also average. Higher attaining pupils are being extended in their learning and of particular note is the very high proportion of pupils attaining results that are at least two years above that expected for their age group in English at the end of Key Stage 2. The school has already exceeded its targets set with the local education authority for 2002. Standards in religious education meet the expectations of the locally agreed syllabus but pupils' levels of attainment in information and communication technology are below what is expected nationally. Pupils' attainments in physical education and design and technology are satisfactory throughout the school. Their knowledge and understanding in geography are satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Pupils' attainments are good in both key stages for art and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to school and are interested in their work.
Behaviour, in and out of classrooms	Behaviour is good during lessons, in and around the school building and in the playground. Pupils are courteous and show respect for the school's and other people's property. There is no evidence of bullying.
Personal development and relationships	Very good provision is made for pupils' personal development. They have increasing opportunities to accept responsibilities as they get older.
Attendance	Attendance is satisfactory. Following an introduction of excellent procedures for monitoring and improving attendance there has been an increase in the rate of attendance and a reduction in unauthorised absence.

The school places a high priority on pupils' personal development and the response is very positive from the children. For example, pupils show great respect for physically impaired children and during the lunch break they play alongside each other in shared ball skill games. This is done without pretension and is an extension of the very good relationships that exist within the classrooms.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good. Pupils' skills in literacy are taught very effectively resulting in high standards in reading and writing. Numeracy skills are taught well but not as effectively as literacy. The overall quality of teaching in the school is good. There are a number of strengths in the teaching. Lessons are planned very carefully so that the differing needs of the pupils are met. Teachers get on well with the pupils and the pupils' behaviour is managed well. High expectations of what the pupils can achieve are very evident in most lessons. Weaknesses in teaching and learning are relatively minor and not general throughout the school. There were no unsatisfactory lessons during the inspection and 33 per cent of the lessons were very good or better during the inspection. Pupils work very hard and are enthusiastic about their learning. The majority listen very carefully and sustain their concentration for long periods of time. The school meets the needs of pupils with special educational needs and those who speak English as an additional language very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The foundation curriculum for children in the reception classes is well organised and it provides a very well balanced programme of activities. The curriculum for the rest of the school is well planned and provides a good range of activities for pupils.
Provision for pupils with special educational needs	The provision is very good. Pupils who have difficulties with learning have very good quality individual educational plans and their progress is reviewed regularly. They are well supported by good learning support assistants and are enabled to make good progress. Pupils in the physically impaired unit are well integrated into classrooms and are also supported very well in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Teachers know the children in their class well and take appropriate steps with any problems that may occur. Arrangements to provide a range of opportunities to accept responsibility are good. Pupils' social, moral, spiritual and cultural development is also very good overall.
How well the school cares for its pupils	Child protection procedures are fully in place and the school monitors regularly the school building and grounds to ensure the health and safety of pupils. There are good systems for assessing pupils' attainment and progress and for using the information to plan lessons that meet the needs of pupils.

The school has developed highly effective links with parents. There are regular and very informative letters and newsletters written in a friendly, accessible style. A home school agreement has just been introduced which sets out expectations of the school, the parents and the pupils. Many parents help within the school both in the classroom and in other roles and are offered good quality training for this role. The quality of the school's curriculum is very good. However, the content of the information and communication technology curriculum has missing elements and does not meet the statutory requirements of the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides outstanding leadership and has a very clear idea of the direction the school should take. The key stage co-ordinators play a significant part in the recent improvement in standards.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They hold frequent meetings and play a very effective part in shaping the direction of the school. They monitor the school development plan, the budget and other important aspects of the school very efficiently.
The school's evaluation of its performance	The head teacher monitors teaching and the senior management team analyse test results and the success pupils are having in meeting their targets. The school is clear about how well developments are going and assessment information is used to decide on priorities for improvement.
The strategic use of resources	Teachers are deployed very well. The school administration officer works very efficiently and provides an outstanding service for the school. The office staff work hard to maintain the smooth running of the school. The learning assistants work very closely with teachers to enable pupils to make good progress. The budget is used very wisely to provide impetus for continuing improvement and learning resources are used to further pupils' understanding.

The staffing of the school is sufficient in number and expertise. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the good progress of the pupils. The accommodation of the school is good and is used well. The school's learning resources are sufficient in quantity and quality and are used effectively to enhance pupils' knowledge, skills and understanding. The school applies the principles of best value very effectively; it consults with parents for their views and ensures that, whenever appropriate, competitive tendering is applied to decisions on purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress; • Behaviour in school is good; • Teaching is good quality; • The school expects pupils to work hard and achieve their best. 	<ul style="list-style-type: none"> • The amount of work children are asked to do at home; • Information about how their child is getting on; • The school's links with parents; • The range of activities provided outside lessons.

The inspection team agrees with all of the positive features mentioned by parents. Homework is appropriate in quantity and has a good impact on pupils' progress. The school's links with parents are good. They are kept well informed about how to help their children at home, about progress and about events connected with school. Annual written reports provide useful information for parents on the strengths and weaknesses of their children's achievements. The range of extra-curricular activities provided by the school is satisfactory and ranges from football, computer art, choir and art club to drama including full-scale productions. However, the absence of some staff has meant that the introduction of some after-school activities have been delayed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the previous inspection the results of the pupils in the annual national tests were well below average at the time they were due to move on to secondary education. The measures introduced and implemented since that time by the head teacher have resulted in improved attainments and good progress. Standards have been rising in the intervening period and, in the opinion of the inspection team, are likely to continue improving. Improvements in the provision for children who are under five have improved considerably and good progress is made in the reception class. Pupils with special educational needs make good progress and many reach an average standard by the time they reach the age of eleven.
2. Initial assessments of pupils' attainments when children are first admitted to the school show that their attainment is close to the average level expected for their age. Children in the reception class make good progress in their learning as a result of very effective teaching. When they leave the reception classes almost all children are ready to move on to the National Curriculum. The reception class teachers and learning support assistants work closely together in planning and assessing pupils' achievements and this ensures the good progress that the children make.
3. The school's results in the 2000 annual national tests at the end of Key Stage 1 were well above the national average for seven-year-olds in reading, well above average in writing and close to the national average in mathematics. The proportions of pupils achieving higher levels were well below the national average in reading and mathematics and below the average for writing. The work planned for these pupils is not sufficiently challenging to meet their needs. Teacher assessments of the pupils' achievements in science show that the pupils' knowledge and understanding were broadly average compared with the national average in 2000. In comparison with similar schools Robert le Kyng's results for seven-year-olds were above the average in reading, writing and close to the average in mathematics. Proportions of pupils achieving higher levels were well below average in reading, writing and mathematics. According to assessments carried out by teachers the proportion achieving higher levels were below average in science.
4. The school's 2000 results for eleven-year-olds in the annual national tests were close to the national average in English, mathematics and science. The percentages of pupils achieving higher levels in English was above the national average, close to the average in mathematics and below average for science. When the school's results are compared with those of schools serving pupils of a similar background they are broadly average for English and science and below average for mathematics. The latest mathematics and science results show a dramatic increase compared with the previous year's results. The proportion of pupils achieving what is nationally expected showed a thirteen per cent improvement in science and in mathematics the increase was twenty per cent. This demonstrates clearly the success in the way the school has enthusiastically implemented the national numeracy strategy. The proportion of eleven-year-olds achieving levels at least two years in advance of their age was above average in English, close to the average in mathematics and below average for science.
5. The school has a high turnover of pupils each year. Over ten per cent of the number of pupils on the school roll leave the school and are replaced by a similar proportion during the course of a year. This makes it difficult for the school to maintain its momentum in raising standards but, to its credit, it manages to continue improving standards despite the difficulties.

6. The findings of the inspection show that the pupils' achievements in speaking, listening, reading and writing are sound at the end of Key Stage 1. Standards have fluctuated over the past four years, particularly in reading, but good progress in improving English standards overall in Key Stage 1 has been made. Listening skills are satisfactory but pupils' skills in speaking need further progress in order for them to be average for their age. Pupils listen carefully to what others have to say or to their teacher's instructions. Many pupils find it difficult to express what they clearly understand. In Key Stage 1 this is sometimes due to shyness but often pupils find it difficult to choose the right words. Reading standards are sound. Most Key Stage 1 pupils are capable readers by the end of Year 2. They understand what they read, explain the story and relate the events in the right sequence. Writing standards are close to national expectations and the school's emphasis on spelling and handwriting has had a positive effect on these. Higher attaining pupils write correct sentences, punctuated by capital letters and full stops. Key Stage 2 pupils' levels of attainment in English are sound. They speak confidently in front of the whole class but still have some difficulties with formal language. They read confidently and higher attaining pupils read fluently. Most have acquired a good range of skills in dealing with unknown words. There is less ability to gather ideas from a text that is not explicitly stated. Literacy lessons provide pupils with opportunities to learn new vocabulary, to punctuate correctly and to use grammar properly when applied to their writing. By the age of eleven pupils are competent writers.
7. Standards in mathematics and science throughout the school are close to the national average and the pupils' achievements are good. Due to the excellent leadership and management in the school pupils' achievements have improved greatly. Standards have risen from well below average two years ago to being broadly in line with national averages in the current year. At the end of Key Stage 1 pupils recall addition and subtraction facts to ten and twenty and count in tens with confidence to 100. Their answers are usually accurate, and they can explain their methods of reasoning clearly. By the end of Key Stage 2 pupils calculate accurately using long multiplication and division and understand mathematical ideas such as averages, fractions and percentages. Year 2 pupils have a sound knowledge of living processes, forces, materials and physical processes such as different sources of light and electricity. They have a good understanding of how human senses and can sort materials according to their attributes. Pupils begin to understand forces through pushing and pulling toys to make them stop. At the end of Key Stage 2 pupils have a good knowledge and understanding of how to carry out scientific investigations and of how to ensure that scientific tests are fair. They have a sound understanding of the concepts of friction, insulation, evaporation and condensation. They have a sound understanding of the movement of the earth around the sun and how night and day occur.
8. Attainments in information and communication technology are below national standards at the end of both key stages. Since the last inspection the school has not been able to implement the full programme of study for the subject. As a result pupils have limited experience of the full range of information and communication technology applications. However, now that the school has developed its strategies successfully for teaching literacy and numeracy, it has made good plans to cover this aspect of the curriculum which are due to be implemented during the next school year. Pupils throughout the school meet the expectations of the Qualifications and Curriculum Authority's syllabus in religious education. This scheme of work is being used as an interim measure prior to the implementation of the recently produced Locally Agreed Syllabus. As a result of the teaching, pupils' knowledge and understanding of Christianity and other religions such as Judaism are satisfactory.
9. Pupils' achievements in physical education and design and technology are satisfactory throughout the school. Their attainments in geography are satisfactory in Key Stage 1 and good in both key stages for art and music. Levels of attainments and pupils' progress for geography in Key Stage 2 are unsatisfactory.
10. The school has made very good progress in improving standards in mathematics throughout the school. The national numeracy strategy has been adopted successfully by the school and

as a result pupils' knowledge and understanding have improved. Progress in English has been good overall, particularly in pupils' reading standards in Key Stage 1. The school has also made good progress in improving standards in science.

11. The school has an above average percentage of pupils with special educational needs compared to schools nationally, their progress is good, and the provision is very good. Pupils' needs are identified and met very well. Recent developments in teaching at the school, introduced by the head teacher, together with the literacy and numeracy strategies, have led to a rise in the standards achieved by these pupils in the annual national tests. Learning assistants in the classrooms support these pupils very effectively, adding to the provision and enabling good progress. Higher attaining pupils are now being extended much more effectively than in previous years and their progress is improving very quickly. Physically impaired pupils, whatever their levels of attainment, are being challenged in their learning by class teachers and especially by the co-ordinator for physically impaired pupils.

Pupils' attitudes, values and personal development

12. Almost all pupils enjoy attending school, arriving punctually and starting the day in a calm, purposeful manner. Younger pupils arrive enthusiastically and settle quickly before the start of the school day. They know the routine of school very well and appear very happy to be at school. Pupils are very interested in the life of the school and there is a very good response to curriculum-related activities, social occasions and extra curricular provision such as the drama and football clubs.
13. Notably good behaviour is consistently evident throughout the school, whether in the classroom during lessons, in and around the school building or in the playground during play and lunch breaks. Respect for property is also very clearly demonstrated with pupils' own property being correctly stored and school equipment and resources treated with notable respect and appropriate usage. Pupils are always polite and treat both adults and fellow pupils with equal respect. When pupils from the physically impaired unit take part in mainstream class activities, which is almost all of the time, they are respected both inside and outside the classroom. For example, during the lunchtime break many pupils, including those from the physically impaired unit, play alongside each other in shared ball skill games. This is done naturally without pretension and is clearly an extension of the extremely good relationships that exist within the classrooms.
14. There is a very strong sense of unity in the school community with all members, including administrative, midday and classroom support staff, working together with pupils for the benefit of the school as a whole. As a result of these very good role models, pupils relate very well to one another and to all staff and other adults. This was clearly evident during the inspection week when pupils' unforced friendliness and willingness to help included the inspection team. The very high quality of relationships between members of the school community continues to be a strength of the school.
15. There is no evidence of bullying and pupils indicate that any minor incidences of poor behaviour are very quickly and appropriately resolved. It is very clear in situations such as when pupils sit in a circle and offer opinions or views on a prescribed subject that pupils are able to consider what they do and understand its' possible impact on others. Younger pupils are mostly beginning to listen to others and older pupils listen very well to each other. Pupils show much respect for people's differences when they develop relationships with pupils from the physically impaired unit. They also have a clear understanding of and respect for the different values and beliefs of others.
16. Pupils respond very well to the opportunities given and the positive encouragement provided for progressive roles of responsibility as they move through the school. The youngest pupils return dinner registers and undertake small tasks for class teachers and the older pupils have an extensive range of responsibilities which is structured to enable most pupils to enjoy

positions of responsibility at some point during the school year. Pupils are encouraged and recognition is given for showing initiative which is clearly evident amongst the oldest pupils.

17. Following the introduction and implementation of excellent procedures for monitoring and improving pupil attendance, there has been a recent and significant improvement in the rate of attendance and a slight reduction in unauthorised absence. The overall rate of pupil attendance remains satisfactory.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good throughout the school. The teaching observed was satisfactory in 30 percent of lessons, good in 37 per cent, very good in 20 per cent and excellent in 13 per cent. No unsatisfactory lessons were seen during the week of inspection. Good and very good teaching was seen in both key stages and in the reception classes. Excellent teaching was seen in Key Stage 2 and in the Unit for Physical Impairment. Since the last inspection the teaching of pupils in the foundation stage has improved significantly. Although teaching in Key Stages 1 and 2 was described as 'good' in the previous report there have nevertheless been important gains. The proportion of very good and excellent lessons has increased and teaching is much more focused on the needs of different groups of pupils, particularly in English and to a lesser extent in mathematics.
19. The quality of learning is good in both key stages. In the lessons observed, the quality of learning was closely related to the quality of teaching. Pupils are attentive and enthusiastic and respond well to the challenges presented by the teachers. The very good attitudes and behaviour displayed by pupils throughout the school are used to advantage in creating a positive learning environment. Where there are difficult pupils or potential for disruptive behaviour, teachers use good management strategies to ensure that learning does not suffer.
20. Teaching is satisfactory in information technology in Key Stage 1 and geography at Key Stage 2. Not enough teaching was seen in order to make a judgement in art at Key Stage 1 or design and technology at Key Stage 2. In all other areas teaching is good overall except for art in Key Stage 2 where it is very good. The national literacy and numeracy strategies have been effectively implemented and the well-planned structure of English and mathematics lessons is having a positive impact on standards. Very good planning, management and assessment contribute to the overall good standard of teaching with the exception of information technology. In this area teachers' subject knowledge is much less secure, nevertheless what is taught is taught competently. Teaching of children in the reception classes is very good overall.
21. Teachers provide pupils with special educational needs with appropriate individual education plans that set targets for improvement and have a positive, empathetic approach. Educational support assistants work very effectively in literacy and numeracy hours and the special educational support assistants work very effectively with pupils who are physically impaired. Pupils with special educational needs are taught well. The setting arrangements where pupils are grouped by their levels of attainment for literacy and numeracy in Key Stage 2 ensures work is matched to their needs. Teachers do not plan work that meets the needs of higher attaining pupils in Key Stage 1 or for Key Stage 2 in science.
22. Pupils who are learning English as an additional language are well taught and they make good progress. Though the proportion of such pupils is small, they come from a range of linguistic and cultural backgrounds. Pupils who are relatively new to English have additional help from specialist teachers employed by the Local Education Authority. These teachers also play a useful role in establishing the importance of recognising the child's home language and culture. It is clearly understood that competence in English is quite distinct from overall academic potential. So, for example, a newly arrived pupil with limited English has been placed in a top set, where she is making good progress. Teachers and classroom assistants find time to provide extra support, for example through explaining to the pupil individually

what a task is about and checking that they understand what to do. As a result of the positive and welcoming atmosphere in classrooms new pupils make friends easily and benefit from the support of their classmates in developing their English language skills.

23. A number of important factors contribute to the good quality teaching seen throughout the school. Among these the most frequently observed were good planning, questioning and pupil management. Teachers' plans are detailed and thorough. They include precise learning objectives, which are shared with pupils, so that they know exactly what they are trying to achieve. Daily and weekly plans relate very well to the longer-term objectives. In the best lessons a wide range of activities is planned and timed almost to the minute so that interest is maintained and learning takes place at a rapid rate. Such lessons were observed in both Key Stages, reception and the physical impairment unit. In one lesson the teacher used an alarm clock to set the deadline for completion of a tasks and this resulted in a brisk pace.
24. Teachers' skills in questioning are highly effective. They both challenge pupils to think carefully about a topic and continually check that they are gaining knowledge and understanding and working towards the learning objective. For example in a Year 2 literacy lesson pupils used a given framework to compose a poem as a class. Without actually giving any answers, subtle questioning by the teacher guided the pupils to a result that they were pleased with. Similarly in a Year 6 science lesson pupils the correct way to report a scientific investigation was established by excellent questioning from the teacher. Such sessions also provide useful opportunities to develop their speaking and listening skills.
25. Pupils are well managed and their teachers establish very good relationships with them in a friendly but firm style. This results in a positive learning atmosphere in which pupils are enthusiastic, concentrate well and complete the tasks set. Where pupils need to work independently, such as in the group-work sessions of literacy and numeracy lessons, they can be trusted to do so, leaving the teacher free to give intensive input to one group.
26. Where lessons don't reach the highest standards this is often due to a slower pace. For example when teachers have not anticipated how long an activity should take. Sometimes this happens as a result of teachers' expectations of pupils being too high or too low. If the work is too difficult pupils make slow progress and if too easy, time is wasted.
27. Teachers have good technical competence in teaching literacy and numeracy at both key stages. Good levels of training, monitoring and discussion have increased their skills, knowledge and confidence. Singing along to a tape in reception, lively discussion in literacy lessons and occasions when pupils sit in a circle to discuss ideas, all develop pupils' speaking and listening skills. They are also challenged to think carefully about what they read and write in a whole range of subjects and express themselves clearly. In mathematics, English and science for example pupils are encouraged to use the correct technical vocabulary when explaining arithmetical operations, talking about poems or explaining how the properties of materials influence their use. Numeracy skills are also reinforced in other subjects for example in science when pupils are taught to read scales when using thermometers to measure rises in temperatures of liquids or when they draw graphs to represent the results of their experiments. Pupils are taught how to draft their writing at the computer keyboard but opportunities to explore the connections between mathematics and information technology are missed. In general, teachers do not provide enough opportunities for pupils to develop their skills in speaking. There was little evidence of computers being used to manipulate numerical data. Computers are not used to monitor sound, light or temperature levels in science and pupils are not taught how to use a computer to put the results of a science investigation into a table.

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

28. The curriculum is broad and generally balanced and it contains the areas of learning in the foundation stage, all the subjects of the National Curriculum and religious education. The

curriculum for the foundation stage is well organised and it provides a very well balanced programme of integrated activities. In Key Stages 1 and 2 there is some imbalance in the teaching of information and communication technology and the full programme of study is not covered. In Key Stage 2 some pupils miss some parts of the geography curriculum because of the mixed age classes. The displays around the school contain work from all the National Curriculum subjects, and these confirm a good range of stimulating activities. The school has succeeded in maintaining the full National Curriculum despite the pressures of the literacy and numeracy hours. Pupils with special educational needs, including those from the physically impaired base, have full access to all subjects.

29. There are very good assessment procedures in place for English and mathematics to ensure the work provided for each pupil is matched to his or her ability. This is less true of other subjects. In the case of pupils with special educational needs these assessments are an effective part of a pupil's individual education plan. All classrooms have support assistants for literacy and numeracy, and in addition pupils from the physically impaired base have further excellent specialist teaching. Some years in Key Stage 2 are organised into ability sets for these subjects, and these are working well in raising standards. Teaching time is lost at the beginning of the afternoon sessions when pupils take too long to arrive in their classrooms at the end of lunch breaks owing to unsatisfactory queuing arrangements. The end of the lunch break is not signalled at a slightly earlier time to compensate for this. Very good use is made of additional government funding through small group work for younger Key Stage 2 pupils particularly in literacy. Overall the strategies for teaching literacy, numeracy, and pupils with special educational needs are very effective. However, teachers do not provide enough opportunities for pupils to develop their formal language through group discussions and reporting back to the class.
30. The provision for extra curricular activities is satisfactory. It includes computer art, art club, drama, choir, football teams, which play in a local league, and the "Christmas Production", which is already in the early stages of 'Peter Pan'. The absence of some staff has meant that some extra curricular provision has been delayed, but it is hoped to re-introduce netball shortly.
31. The school continues to maintain and build upon its very sound links with the immediate and wider community in order to enhance and extend provision for all pupils. Teachers arrange visits to places of interest linked to the curriculum and through visitors to the school such as visiting artists, clergymen, the police and school health services. Parents of pupils of minority cultures have visited the school to share and explore religious festivals and celebrations with all pupils. Good use is made of some business links such as the visit by a local architect to link with work undertaken in design technology but overall business links have yet to be fully developed. Good use is made of commercial schemes such as supermarket points in order to extend resource provision, using the support of the local community.
32. There are good links with other primary schools including sports fixtures as well as staff links. There are thorough transfer arrangements in place for when pupils move on to secondary school including detailed liaison and co-ordination of requirements for those pupils with special needs. Training institutions regularly place students at the school and work experience students from local secondary schools frequently seek and obtain placements at the school to the mutual benefit of the school community.
33. The school provides a very good structure for spiritual and moral development, which is articulated simply, but effectively, by the headteacher's reiteration that 'everyone has a special something inside them'. The headteacher uses this idea well in the acts of collective worship, when pupils focus on a candle flame, or shut their eyes, to reflect on their actions or thoughts. The programme for worship includes 'Trusting God when you don't feel brave' or 'Sharing ourselves', so that over time pupils experience a range of ideas, with a strong Christian content. Pupils know that religion is important to some people, and after a visit to a church their responses such as 'the church is massive, cold and quiet' clearly show an

element of spirituality. Other religions such as Judaism and Islam are part of the religious education syllabus.

34. There are moral themes in the acts of worship too, such as 'Friends who make an effort' or 'Good news and Bad news'. The celebration assemblies make effective use of this theme regularly, because all classes have 'Good news, Bad news' books. Pupils receive certificates for 'being kind and considerate' or 'being responsible' or 'taking the initiative' so that moral actions recorded in these books are recognised and rewarded. School rules are displayed which include 'Respect your own, and other peoples', property' or 'Be polite and treat each other with respect'. Pupils have further good opportunities to reflect on these moral principles, which they do when they sit in a circle and reflect on, say 'positive qualities'. Teachers set a very good example for moral behaviour by treating all pupils with respect and consideration, showing that they value all pupils equally.
35. The provision for social development is very good. Pupils are polite and well behaved towards each other, and they are given regular opportunities to share ideas and resources in many lessons. Pupils are taught to look out for each other, so that pupils will report incidents of unfairness or bullying confidentially to the head teacher, who then follows up such cases discreetly. These are rare, as pupils play well together in the playground. Pupils are given further responsibilities around the school such as team captains, library monitors or organising charity events. However the strongest influences on social development are the caring values, such as respect for others in an understanding, tolerant way, which are present in every classroom.
36. The provision for cultural development is good overall, but with some shortcomings in the development of pupils' understanding of Britain as an ethnically and culturally diverse society. Pupils have good opportunities to learn about their own culture through literacy, history, art, music and dance. Visits are made regularly to the local theatre to see such productions as 'Pirates of Penzance' or 'Macbeth'. All of Key Stage 1 pupils enjoyed the local pantomime. Storytellers, percussion demonstrations, a music road show and a visiting theatre group have all been part of recent experiences. The art work in the style of William Morris in clay, paint and pastel, with further information technology design through the programme 'Dazzle', links the past, present and future effectively. However, work in music or art for example, reflective of other cultures in our society, is limited and the curriculum also does not give pupils sufficient insight into the daily lives or customs of ethnic groups represented in the United Kingdom.
37. The provision for pupils' personal and health education is very good. The school has audited its provision recently to ensure that it reflects the recent government guidelines. Pupils learn about a safer, healthy lifestyle through the science curriculum 'Life Processes and Living Things', and in their physical education lessons. This is further supported by a good sex education policy, which is led by the school nurse, and by the visit of the 'Life Education Van' that deals very effectively with the subject of drugs misuse. It provides a very good teaching pack for further work. Pupils are taught safe behaviour in physical education, how to behave sensibly and safely around the school, and where to go for help at different times of the school day. By the end of Key Stage 2 pupils are aware how they are growing and changing. They are becoming mature, informed and increasingly independent.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school makes outstanding provision for the care of all its' pupils. Excellent pupil care monitoring and recording systems are in place and the school provides an extremely caring environment, supported by regular ongoing liaison with and services from appropriate agencies. The strong promotion by the school of the need for care and concern for others and for all pupils to be respected and valued as individuals is clearly evident and includes the pupils from the physically impaired unit. The general welfare of pupils is the responsibility of very caring class teachers with very good support from classroom assistants, midday and

administrative staff. Pupils are very well supervised throughout the school and a very high standard of pupil care is evident.

39. The systems and subsequent action taken for the regular monitoring and maintenance of general health and safety requirements are satisfactory overall. However, there are some areas in need of attention, such as the location of the multi-point electrical sockets and cable in the hall recess, the location of a small fire extinguisher in the hall and the state of repair of the perimeter fencing. The fire fighting equipment is regularly maintained and all portable electrical and physical education equipment have undergone an annual safety check. Safe storage areas are provided for hazardous substances and equipment, and pupils are made aware of safe working procedures and practice. Pupils practise emergency evacuation from the school building each term.
40. Procedures for child protection continue to be very effective and comply with legal requirements. All staff, including midday supervisors, regularly receive training to maintain and update their knowledge and understanding.
41. The whole school approach to the monitoring and promotion of positive behaviour and the elimination of bullying is highly effective and as a result a very good standard of behaviour is evident in almost all pupils. The rigorous and detailed procedures for monitoring and improving attendance are outstanding and have resulted in a recent significant improvement in attendance.
42. The school has improved its assessment practice and procedures to a very good level since the previous inspection. Whole school systems for assessing and tracking pupils' attainment and progress in English and mathematics are particularly good. They include exceptionally rigorous analyses of Key Stages 1 and 2 statutory tests, as well as optional tests taken by pupils of Years 3, 4 and 5. Each half term mathematics and spelling are assessed to track pupils' progress towards specific year group objectives. Levels are assigned to pupils' creative writing using the National Curriculum criteria. Reading and spelling ages are identified twice yearly. Phonic progression check sheets are used comprehensively to identify areas of need and effective remedies are implemented. Findings from all of these assessment activities contribute towards building individual pupils' profiles, from which important information may be drawn readily. As yet, no whole school assessment system has been established for other subjects, but work towards this includes progression sheets for all subjects.
43. Information gained from the above assessment procedures is also used very well to guide curricular planning particularly in English and mathematics. As a result of analyses, more time is given to teaching problem solving skills, and mathematical lessons have more clearly focused learning objectives. Extra support is provided where need is identified. Pupils are arranged into sets for literacy and numeracy lessons. Sets of similar abilities are grouped together so that planning may meet pupils' different needs more efficiently, to maximise teaching and learning time. Progression sheets have been developed for every subject, to help ensure that learning is built upon systematically and that all areas of the curriculum are covered. To this end, the progression sheets are monitored by the subject co-ordinators every half term. Planning for pupils who are under five is very good and informed beneficially by early assessment information and weekly teacher reviews. Co-ordinators have carried out in depth reviews of their subjects, and findings have been used to guide policies and schemes of work and produce focused targets for the school development plan. Perhaps most significantly, there is an increased awareness of each teacher's role in raising standards: it is not simply an end of key stage concern.
44. Procedures for monitoring and supporting pupils' personal development are excellent. Good News and Bad News books are used in every class. Misbehaviour is recorded in the Bad News book and pupils' strive to avoid this. Information in the Good News books is used to produce certificates for the celebration assemblies every Friday. Certificates are awarded not

only for academic achievement, but also for good attitudes, kindness, helpfulness and for showing responsibility. These strategies are very effective in promoting the positive values towards which the school aspires.

45. An effective team point system operates. Team captains are democratically elected by Year 6 pupils, who take their responsibilities very seriously. At lunch times and assemblies the presence of older pupils behaving very responsibly in their different roles contributes significantly to the calm and orderly school atmosphere. This approach promotes pupils' self esteem and develops organisational and time management skills. A cup is presented every Friday to the winning team.
46. To help pupils to take the initiative, a system operates whereby they may take ideas for school improvement to the head teacher. Ideas must be planned well before serious discussion with the head teacher. The recommended amendments are then made by pupils and if found to be workable, proposals are adopted by the school. This term pupils have initiated a charity bring and buy sale, a new library system, games for infants at playtime and a fund raising NSPCC non-uniform day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has continued to build on the strong partnership with parents, which was evident at the last inspection. Most parents now feel that the quality of teaching is good, that pupils are expected to work hard and that pupils enjoy school, behave well and make good progress. Parents feel that the school has improved under the leadership of the new head teacher. The significant improvements identified by parents are academic standards, commitment by all staff to improvement, a very positive atmosphere throughout the school and easy open access for parents. Most parents feel that the right amount of homework is set and that it is appropriate and relates to what is taught in class. Not all parents are satisfied with the quality of information received concerning their children's progress and a minority of parents feel that the school does not provide an interesting range of activities outside lessons.
48. The school has developed highly effective links with parents. There are regular and very informative letters and newsletters written in a friendly, accessible style. The home school agreement includes very detailed information on the school's expectation of homework, standards of behaviour and pupils' attendance. The school offers open access to parents outside of lesson time. Many parents help within the school both in the classroom and in other roles. An excellent feature of the school is the quality of training offered to all parent helpers.
49. The quality of individual pupil reports is outstanding providing very detailed information on each pupil's progress, achievement and including targets for pupils to work towards. Formal consultation evenings are held in the autumn and spring terms and an open evening when parents may view pupils' work is held during the summer term. Parents are fully involved when pupils are identified as having special needs and parents have regular opportunities to discuss progress, both formally and informally.
50. The provision of homework is consistent throughout the school and in line with the guidelines set out in the home school agreement. Homework is used to very good effect to support, extend and reinforce learning and to provide opportunities for learning independent research and time management skills.
51. Parents are very supportive of school productions and events. The Robert le Kyng Supporters' Club raises considerable sums of money each year, through social and fundraising events, which is used to enhance and extend resource provision. In addition the Association provides significant manpower for practical projects such as redecorating and refurbishment which greatly adds to the quality of provision

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The head teacher provides outstanding and knowledgeable leadership and has a very clear idea of the direction the school should take and the ways in which it should improve. Since her appointment 18 months ago she has created a climate of very close teamwork that has been nurtured carefully. All members of staff work together towards common and agreed goals that have improved the curriculum and other aspects of the school. Target setting as a means of improving standards in the school has been introduced and has been very effective. Moving teachers who normally teach older pupils to teach younger pupils has raised teacher expectations and knowledge of National Curriculum requirements. This has helped to ensure that higher attaining pupils are extended in their learning. Optional standard assessment tests have been introduced and used in conjunction with assessment tests that identify a pupil's potential at the end of Years 3, 4 and 5 to detect under achievement. The test results are also used to predict each pupil's likely achievements so that individual challenging targets can be made.
53. The head teacher monitors the quality of teaching in literacy and numeracy lessons and teachers are provided with very good advice on facets of their performance that could be improved. This has developed staff confidence very successfully. Pupils' answers in the annual national assessment tests are analysed to identify weaker areas in the school's curriculum. Once identified these become a focus for some of the teaching during the following year. Samples of pupils' work are monitored regularly to make judgements about progress and to ensure that the National Curriculum in English, mathematics, and science are being covered. All of the above factors have assisted in raising standards throughout the school.
54. The governing body fulfils its statutory duties very well. Governors work very hard and meet regularly and frequently to discuss issues, to make decisions and consider strategies for the improvement of the school. They work very closely with the head teacher and are kept well informed of the strengths and weaknesses of the school. They are closely involved in deciding the priorities of the school development plan and in monitoring the outcomes of the various initiatives involved. Governors have a very clear idea of the educational direction the school should take and are committed to a continuously improving school. The finance committee monitors the budget regularly and carefully with the assistance of the school's administrative officer. These procedures ensure that, even though meeting the stringent financial demands of the budget have been difficult, the school has never been overdrawn.
55. The two key stage co-ordinators and foundation stage co-ordinator contribute effectively to the development of the school. They hold separate and very useful weekly meetings for the staff in the two key stages focusing on teaching and learning. For example, during these sessions members of staff have concentrated on topics such as teaching phonics, planning, assessment and unifying classroom procedures in both key stages. These meetings have contributed to the raising of standards in literacy and numeracy throughout the school.
56. One useful initiative introduced and implemented was for class teachers to complete progression sheets for the work carried out by their classes in all subjects of the curriculum. Subject co-ordinators have analysed these carefully to ensure that pupils make clear and logical progression as they get older. Literacy and numeracy co-ordinators do not monitor the quality of teaching in their subject because, as yet, this has been the province of the head teacher. This is too large a job for one person and the school is examining different ways of delegating parts of this task. Co-ordinators, however, monitor teachers' planning and pupils' work to ensure that the schemes of work are covered properly and to check that pupils' are making appropriate progress in their learning.
57. The head teacher and governing body have established a very clear policy and structure for special educational needs. The special needs co-ordinator manages the support from external agencies very well and the element of the budget allocated to special educational

needs is wisely used. The integration of physically impaired pupils into classes is managed in excellent manner by the co-ordinator for these pupils. Their needs are wide and varied and the physical or academic aspects are met in such a way that pupils make good progress.

58. The school development plan is a good working document that sets out clearly the school's priorities for improvement over a period of four years. The school has had to revise this document in order to take account of the urgent need to establish new systems to ensure continual improvement based on assessment, analysis and accountability. The revised plan is constructed to coincide with the work of different governing body committees who monitor the progress of the relevant initiatives very carefully. The school development plan has been a very successful tool to raise standards, particularly in literacy, and great care has been taken to ensure that the initiatives are linked closely to the budget so that at all times there is adequate funding to cover the various elements.
59. The draft school budget is set carefully by the head teacher, school administrative officer and chairman of the finance committee. The governing body agreed to use part of the surplus carried forward from the previous financial year to employ extra learning assistants as part of a drive to raise standards. This has been a very successful venture. Other than essential and routine payments, decisions on the amounts allocated to various headings are decided strictly according to the priorities of the school development plan. The governors have a very clear vision of what is needed to raise standards and this has been their main primary aim in recent years. A governor monitors the funding of the physically impaired unit to ensure no funds from school's formula budget for mainstream pupils are used to support this unit. It is very clearly fully and independently funded and managed in an exemplary manner by the co-ordinator for these pupils. The standards fund is used very effectively to raise standards in the school.
60. The staff of the school works very hard to make it successful and improve its standards. Teachers are deployed well, with the special abilities of some teachers being employed effectively. Learning support assistants are well qualified and meet regularly with teachers to discuss how to provide for the needs of the pupils. The number of support staff for a school of this size is good and they are very much appreciated by the teachers and parents. This provision has a positive impact on the level of support which teachers can give to individual pupils, especially to those with special educational needs and to the management of pupils with more challenging behaviour.
61. The school uses new technology very well to manage a range of procedures. These vary from computerised attendance records that can track any individual pupil's attendance history to managing the assessment records of every child in the school. Annual written reports for each pupil are constructed using computer records and each one very clearly indicates the pupil's strengths and weaknesses together with relevant targets for improvement. The budget is set and monitored using computerised records. All of these procedures are maintained and managed by the school's administrative officer in a very efficient manner. She also liaises very regularly with the chairman of the governors' finance committee to discuss the budget and attends governing body meetings to keep them up to date with a range of facets of the school.
62. The principles of best value are followed effectively by the school. Parents are requested to complete questionnaires so that the school keeps abreast of the parents' views. The responses are analysed and the results used as indicators of how the school could improve further. For example, the homework policy will be reviewed in the near future as a direct result of the parents' views. Parents are also aware that the head teacher makes herself available at any time between 8.00 am and 6.00 pm at school so that views and opinions can be discussed fully. Where larger sums of money have to be used for the purchase of good or services the school makes a point of obtaining three tenders so that judgements can be considered carefully.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

- (1) Improve pupils' attainments and progress in English further by:
 - Providing more opportunities for pupils to express their ideas clearly in all subjects; Paragraphs (27) (81)
 - Developing pupils' use of formal language through group discussions and reporting back to the rest of the class. Paragraphs (29) (81)
- (2) Provide more challenging work for higher attaining pupils in Key Stage 1 and in science throughout the school so that they are extended in their learning by:
 - Planning work that meets their needs; Paragraphs (3) (21) (79) (89) (107)
 - Assessing their progress carefully and at regular intervals to ensure they are making the progress of which they are capable. Paragraphs (79) (107)
 - Providing in-service training for teachers whose subject knowledge is insecure in science. Paragraph (107)
- (3) Improve pupils' attainments and progress throughout the school in information and communication technology by:
 - providing in-service training in information and communication technology for those teachers whose skills are insecure in this area of the curriculum; Paragraphs (131) (133)
 - build on pupils' existing skills of word processing and graphics and extend these to include data handling, controlling and monitoring; Paragraph (130)
 - introducing a system for assessing pupils' attainment and progress; Paragraph (131)
 - ensuring that pupils practise information and communication technology skills regularly in subjects across the curriculum. Paragraph (132)
- (4) Improve Key Stage 2 pupils' progress in geography by:
 - ensuring that all teachers use the school's scheme of work in geography so that coverage of the agreed curriculum is guaranteed. Paragraph (119)
 - monitoring coverage of the geography curriculum in each class regularly. Paragraph (119)
 - checking that pupils have acquired the key knowledge, skills and understanding during each school year. Paragraph(122)
- (5) Make sure that the time allocated to class timetables is not reduced by pupils arriving late in the classroom at the end of the lunch break by:
 - ending the lunch break earlier; Paragraph(29)
 - making sure that the time wasted by pupils from both key stages having to wait for long periods owing to the limited availability of a single narrow footpath is overcome. Paragraph (29)
- (6) Enhance the pupils' cultural development by including in the curriculum details about the ways of life of different ethnic groups represented within the United Kingdom. Paragraph (36)

OTHER SPECIFIED FEATURES

UNIT FOR PHYSICALLY IMPAIRED PUPILS

63. There are nine pupils at present in this base, some of whom are transported to school from a wider area. They are integrated into mainstream classes very effectively, but withdrawn for specialist teaching in learning or movement for part of the school day. This organisation is meticulously planned and it is working most effectively.
64. The attainments of these pupils are below national expectation but this reflects their varying abilities and particular impairments. However, their achievements according to their abilities are very good. They make very good progress resulting from highly skilled support from special education support assistants and the co-ordinator for the unit. All pupils have very good individual educational plans, which contain precise targets for learning and movement. The class teachers, teacher in charge of the base, and the well-trained special needs assistants, work closely together to assess, monitor and record progress towards these targets and to ensure the requirements of the statements are fully met.
65. In the classrooms, class teachers and the special educational assistants support pupils carefully and involve them fully in lessons or group activities. The assistants know exactly what to do, keep up-to-date logbooks for individuals, and support pupils empathetically at all times in both movement and learning. During the course of the inspection very good examples of this were seen in literacy and numeracy sessions in both key stages. In a movement session two pupils, one from each key stage, worked with great enthusiasm and enjoyment, practising skills of movement, such as crawling. They talked easily and naturally to each other using a Macaw touch pad, a very good use of information technology for learning.
66. When pupils are withdrawn for individual work by the teacher in charge of the base the teaching is excellent. The plans for these sessions are precise, with very clear learning objectives, which are shared throughout the lesson so that the pupils always know exactly what they are learning and why. Resources are always extremely well matched to learning. For example, a younger pupil had a book to read which featured activities focusing on what happens in one of his typical days, with excellent personal photographs and text, so his concentration and interest was maintained. Another older pupil enjoyed discussing and finding vowel phonemes in a biographical text using his very high verbal skills throughout. Excellent use is made of explanation, questions, encouragement and reward so each pupil is fully and appropriately challenged at all times. Relationships are excellent, close, humorous, but purposeful. Information technology is adapted very well by ensuring pads or keys are large enough for accurate use. Other resources for teaching movement are provided in the spacious, well-organised base. The teacher has excellent knowledge and understanding of all pupils' needs, sets high expectations for learning, and her assessments, both during lessons, and over time, are of the highest standard.
67. Pupils' responses are excellent. They are able to concentrate on their work, work well with other pupils, and with some encouragement ask and answer relevant questions. Pupils are always well behaved, willing to try hard in both learning and movement activities. Their relationships with other classmates are open and friendly. Classmates work and play together easily and readily with pupils from the base so that they are integrated well into everyday school life.
68. The management of the provision is excellent. The teacher in charge has a clear sense of purpose and direction. All processes meet statutory requirements fully. Records are up-to-date, accurate, detailed and informative. Excellent relationships are maintained with all appropriate medical and educational services, as was evident during an annual review at the time of the inspection.

69. Since the last inspection there has been very good progress, and all recommendations in the last report have been fully met because of the determined management by the head teacher and governing body. They have monitored the finances rigorously and they have worked closely with representatives of the local education authority to ensure the base is fully financed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	20	37	30			

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		382
Number of full-time pupils eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		106

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0.8
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
		00 (99)	42 (27)	22 (25)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	40	38
	Girls	17	22	20
	Total	48	62	58
Percentage of pupils at NC level 2 or above	School	93 (87)	96 (81)	91 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	37	38
	Girls	22	20	21
	Total	60	57	59
Percentage of pupils at NC level 2 or above	School	94 (92)	89 (87)	92 (96)
	National	na (82)	na (86)	na (87)

Percentages in brackets refer to the year before the latest reporting year. (na = not yet available)

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	23 (27)	26 (26)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	20	16	23
	Total	38	35	43
Percentage of pupils at NC level 4 or above	School	78 (72)	71 (51)	88 (78)
	National	75 (70)	69 (69)	78 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	18
	Girls	14	16	20
	Total	28	33	38
Percentage of pupils at NC level 4 or above	School	57 (71)	67 (63)	78 (67)
	National	na (68)	na (69)	na (75)

Percentages in brackets refer to the year before the latest reporting year. (na = not yet available)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	5
Black – other	1
Indian	2
Pakistani	4
Bangladeshi	1
Chinese	1
White	366
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	25.3
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	325

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	799228
Total expenditure	828767
Expenditure per pupil	2130
Balance brought forward from previous year	56258
Balance carried forward to next year	26719

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5		1
My child is making good progress in school.	51	41	1	1	6
Behaviour in the school is good.	47	47		1	5
My child gets the right amount of work to do at home.	27	53	6	6	8
The teaching is good.	48	50	2		
I am kept well informed about how my child is getting on.	23	49	22	2	4
I would feel comfortable about approaching the school with questions or a problem.	61	33	4	2	
The school expects my child to work hard and achieve his or her best.	57	40	2		1
The school works closely with parents.	27	52	16	5	1
The school is well led and managed.	39	49	7		5
The school is helping my child become mature and responsible.	36	51	7		6
The school provides an interesting range of activities outside lessons.	5	22	35	14	24

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children begin school in September of the year in which they are five. They are admitted into the two reception classes, which provide for this age group. At the time of the inspection 49 children were under five. For the autumn term children attend either on a part or full time basis in accordance with their 5th birthday: they all become full time at the beginning of the spring term. Profitable links between the school and neighbouring play groups and nurseries form part of the school's very good induction arrangements, which provide a pleasant introduction to school life for both children and their parents. Induction arrangements include a highly organised programme of relevant curricular opportunities, which affords children a variety of worthwhile and interesting experiences. As a result, children are eager to come to school and once there, they settle quickly and eagerly.
71. The quality of teaching in the reception classes is very good, particularly of basic skills. This contributes significantly to the good progress children make and to the very good attitudes they have towards their work. These inspection findings show that teaching, together with children's progress and attainment have improved greatly since the previous inspection. Planning is exceptionally thorough: teachers plan together, taking account of curricular coverage, assessment information and the educational support assistants' contributions. The resultant effect is a stimulating, curriculum within which all of the required areas of learning are addressed wholeheartedly. The children learn well when different areas of the curriculum are linked. Children enter school with levels of attainment equal to those expected nationally. As a result of this very good provision they make good progress and attain standards above those expected by the end of the reception year in knowledge and understanding of the world as well as in creative, physical, personal, social and emotional development. They attain standards in line with those expected in communication, language, literacy and mathematical development.
72. Children's personal, social and emotional development is given very high priority and as a result, they make good progress and attain standards above those expected by the end of the reception year. A wide range of successful teaching strategies enables children to enjoy their learning and feel secure in the classroom and wider school community. Teachers build confidence in children through skilled encouragement and patient handling of their responses. Consequently they feel secure and have very good attitudes to their work. This is evident in the high level of enthusiasm they have for phonic practice, number games, movement activities and action poems such as Autumn Leaves. Class teachers and assistants encourage children to dress and undress unaided and clear away materials at the end of lessons, consciously fostering self-care and independence to good effect. Anti-social behaviour is discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Hence, children behave very well and relate agreeably to each other as they work and play. Great respect and concern are shown to children, building in turn their self-respect and esteem. This is extended to nurturing a respectful sense of community when teachers and children talk about keeping their environment safe and clean: they build a Golden Rules book, which encourages good habits.
73. Children's communication, language and literacy skills are promoted successfully in very well taught literacy lessons as well as in other curricular areas. Thus, they make sound progress and by the end of the reception year they attain standards consistent with those expected for this age group. They are given constructive opportunities to speak and listen and their skills are sound. They listen attentively and knowing that their contributions are valued, respond confidently and clearly for example when discussing ways of taking care of the school. All the early reading skills are taught effectively. These include phonics, word recognition, story sequencing, reading for enjoyment, understanding and information, and awareness of how

books are made up. They particularly enjoy listening to stories such as Plum Tree Cottage, when they are rapt in interest and gain a good deal of understanding from the beautiful pictures as well from the narrative. By the time they complete their reception year, most children read simple texts and recognise initial sounds and some blends and are building book vocabulary well. Writing skills are linked well to reading so that children draw on their book awareness to inform their story writing. They draw pictures, recognisable letters, a few phonetically plausible words and one or two sentences to represent their stories. Lower attaining children, including those with special educational needs, are supported well and are given valuable help towards specific early learning goals.

74. Children make good progress in building mathematical skills and by the end of the reception year are beginning to address aspects of work from the National Curriculum. They practise successfully skills such as counting, quantifying, ordering, adding and subtracting numbers to 10 and beyond, through well-structured activities and games. They sing a wide variety of rhymes and jingles such as Little Squirrel, which helps with their understanding of subtraction and use computer programs to reinforce skills and improve mathematical vocabulary effectively. Problem solving skills are developed through mental mathematics and by using everyday opportunities as they occur, such as register calculations. Time is used well in lessons and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through particularly good, challenging tasks and good supporting resources. Further opportunities are provided at the end of lessons when teachers go over the key points and skilfully draw together the main learning objectives. Educational support assistants and parent helpers support children's mathematical development very well.
75. Children make very good progress in developing knowledge and understanding of the world and attain standards above those expected for this age. This is due to the very good opportunities which teachers provide in the classroom, in and around the local community and beyond. As a result, children develop a respectful awareness of the world around them. Very worthwhile opportunities are provided for them to be aware of nature, for example as they walk in the forest or observe seasonal changes in the local environment. They make wind sticks and find out what the wind can do by using them in the school grounds. After outings and experiments they make splendid recordings of their findings by painting, drawing and using the treasures which they gather such as autumn leaves, nuts and twigs to produce highly colourful collage pictures. Such materials and a wealth of others are explored effectively and skills of cutting, gluing, joining and painting are used well for a variety of purposes such as making effective junk models of boats and robots. Good opportunities are provided for children to develop computer skills to support and extend understanding of mathematics and reading. They use the mouse efficiently and when difficulties arise, they discuss them usefully before seeking help. Children are beginning to know that people have different customs. They celebrate the Christian Harvest Festival and compare it usefully with the Jewish Festival of Sukkot. Additionally, they take part in a good variety of traditional occasions such as the Christmas Party, Christingle, and Easter Bonnet Parade.
76. Children make good progress and attain standards above expectations in physical development. Teachers plan exciting, well structured hall-time physical education lessons when children use space well in routines and games, which involve a variety of body management skills and movements such as walking, hopping, skipping and jumping. They thoroughly enjoy the lessons and make a great effort to follow instructions: little giggles of pleasure can be heard as they endeavour to follow them. They move with developing control and co-ordination. Children are given many opportunities to strengthen their fingers so that they use scissors, pencils, paintbrushes and a variety of construction toys well. Staff are diligent about keeping children safe in movement lessons and when handling tools. To further enhance physical development and extend knowledge and understanding of the world, an exciting outdoor area has been planned.
77. Children make good progress and attain above the expected standards by the end of the reception year in creative development. Stimulating activities involving art, music and

imaginative play nurture skills well. Children paint bold, colourful autumn paintings and make effective leaf and fruit prints using thick paint. They use clay to make very attractive hedgehogs in their study of hibernation. They sing and perform action songs enjoyably, such as 'Stop, look and listen before you cross the road'. They join in wholeheartedly when singing traditional nursery rhymes and jingles. Through such musical activity, listening skills are encouraged very effectively. Children engage imaginatively in role-play in the classroom's home and construction corners, making believe and relating well to each other. Good opportunities, such as the Christmas Play, are offered for children to perform to an audience. They are highly motivated and well supported through such creative activities, not only by their teachers but by the educational support assistants and parent helpers too. Great enjoyment is a feature of the concentrated effort that the school's youngest pupils bring to their tasks and activities.

ENGLISH

78. Attainment in English is in line with national standards by the age of seven and eleven. However, measures taken over the last two years have been successful in raising standards from a lower level and continue to have an effect. These include a real commitment to implementing the literacy hour strategies, setting challenging targets for pupils and a focus on improving the quality of English teaching. As a result the majority of pupils are on course to reach the national benchmarks by the end of the year and many will exceed them.
79. At the time of the last inspection in 1996 standards were also judged to be in line with what is expected nationally. However, they began to decline the following year in reading in Key Stage 1 and overall in Key Stage 2. Due to the introduction of a range of measures these trends have now been reversed. The national test results in 2000 for reading at the end of Key Stage 1 show that the proportion of pupils achieving national standards is well above the national average but the percentage of pupils attaining higher levels is well below average. Pupils' writing standards at the end of Key Stage 1 were also well above the national average. The proportion of pupils achieving higher levels in writing was below the national average. This indicates that whilst overall levels of attainment in English have been improved the school needs to make the work planned for higher attaining pupils more closely matched to their needs and to assess their progress regularly. Compared with similar schools the reading and writing standards are well above average.
80. Through rigorous analysis of test results, the school is aware of strengths and weaknesses in the different aspects of English and has taken steps to address them. At the end of Key Stage 2 the proportion of pupils achieving at least the nationally expected level in English was close to the national average. However, the proportion of pupils achieving higher levels was above the national average. Compared with similar schools, the percentage of pupils achieving at least national expectations was above average. Observations of pupils and examination of their work, particularly in Years 2 and 6 indicates that the measures taken to improve pupils' standards are making a positive impact.
81. Speaking and listening skills are satisfactory. There is, though, an imbalance between the two. The pupils are good listeners. They listen carefully to what teachers and other adults have to say and pay close attention to the contributions of their peers. When teachers are telling stories, explaining ideas or giving instructions they listen well. As a result they understand the information and know exactly what they have to do. Speaking is weaker and many pupils find it difficult to express what they clearly understand. At Key Stage 1 this is sometimes due to shyness but often there is a struggle to find the right words. There are insufficient opportunities for pupils to express their ideas clearly or for pupils to develop their use of formal language through discussion in small groups or as part of the whole class.
82. In Key Stage 2 pupils are more confident, for example in speaking in front of the whole class but still have some difficulties with formal language. Teachers are aware of these shortcomings and provide a number of opportunities for pupils to express themselves in

different situations. In other subjects as well as English, pupils learn to use correct technical terms and steadily broaden their vocabulary. At both Key Stages, a minority of pupils are very articulate. They express their ideas clearly and confidently. Some younger pupils can explain how they find rhymes in a poem while older pupils are skilled at summarising ideas in texts they are reading. They can, for example, speculate about characters in a story. A Year 6 pupil was able to clearly and succinctly explain a spelling rule. These pupils provide good role models for the rest and teachers are quick to acknowledge their contributions.

83. Standards in reading are sound and still improving. Pupils in Key Stage 1 quickly acquire knowledge of the sounds symbolised by different groups of letters and the majority are capable readers by the end of the key stage. They can recall what they have read and retell a story, relating the events in the right order. However they are less skilled in answering questions about the texts or predicting what might happen next.
84. In Key Stage 2, pupils read confidently. Higher attaining pupils are fluent readers. They use appropriate phrasing, demonstrating an ability to 'read ahead'. They are also developing higher order skills, for example changing their tone of voice when a character in a story is speaking. Most pupils have acquired a range of skills in dealing with unknown words. They draw on their phonic knowledge to sound out the word and consider whether it makes sense or is grammatically correct. Again, there is less ability to read between the lines or glean ideas from a text that are not explicitly stated. This area is gradually improving as they practise the skills and are encouraged to justify their ideas by pointing out clues in the text. The library is adequately stocked but there are deficiencies in some areas, for example geography. Some of the books are worn or out of date but the room is well used to introduce pupils to research skills, particularly at Key Stage 1. The stock of fiction and topic books in classrooms is better
85. Writing is also satisfactory but with some distinct strengths. In Key Stage 1 the emphasis on spelling and handwriting has had a positive impact and the standard of presentation gradually improves. Although some pupils are still mixing upper and lower case letters, most have progressed beyond this. Letter formation is regular and even when spelling is incorrect it is plausible. Higher attaining pupils write correct sentences, punctuated by capital letters and full stops. In Key Stage 2 there is a dramatic increase in the range of writing. Pupils tackle a range of different genres including stories, dialogues, instructions and persuasive writing. Teachers' long term planning and samples of work from last year indicate that other types of writing will also be studied. In literacy lessons the knowledge that pupils gain about grammar, punctuation and vocabulary is applied to improving their writing. By the end of the Key Stage pupils are competent writers. Samples of work displayed in Year 6 classrooms are of high quality. Pupils are currently being given strategies to enable them to maintain this standard in a 'test' situation.
86. The quality of teaching is good. During the week of inspection no unsatisfactory lessons were seen and the majority were good or very good. Very occasionally lessons lacked pace and pupils' progress was slower as a result. However, at both key stages a striking feature of the best lessons was the amount of challenging learning experiences that were packed into the time available. There was an outstanding example of this in Key Stage 2 when pupils were challenged to look at the structure of a text and apply some of the ideas to their own writing. The stimulating presentation of the tasks inspired pupils to work with enthusiasm and they learned rapidly as a result. Teachers manage their pupils well and enjoy good relationships with them. This has a very positive effect on the pupils' relationships with one another and there is a calm but busy atmosphere in lessons.
87. The national literacy strategy has been successfully implemented and lessons are carefully planned. Sometimes the structure of the literacy lesson is modified to take account of the specific needs of the pupils and this works well. Teachers possess good subject knowledge and, for example, confidently deliver the grammar elements of the National Literacy Strategy. As a result, pupils have a good understanding of this aspect, and use the correct terms when

explaining their ideas. Pupils with special educational needs make good progress. Sometimes tasks are modified for them but more often the effective support of classroom assistants enables them to tackle similar work to the rest of the class.

88. Close monitoring of pupils' progress is a strength. Good records and detailed analysis of assessment data highlight areas of strength and weakness. Accurate predictions of likely future performance can be made and the close match between teacher assessments and test results bears this out. More importantly, it is possible to identify pupils at all levels of attainment who have the potential to improve their test grades. The extra help provided for these pupils, such as 'the additional literacy support' and the 'arrow' program have made a major contribution to the raising of standards.

MATHEMATICS

89. The results of the 2000 statutory assessment tests show that the percentage of pupils reaching the expected level of attainment at the end of Key Stage 1 was close to the national average. The proportion reaching the higher level was well below the national average and this demonstrates that the school is not sufficiently extending the learning of higher attaining pupils. When compared to schools that serve pupils from a similar background, results are well below the average. There had been a steady decline in results since 1996, with a sharper decline in 1999. This trend has now been reversed and standards have now improved due to a range of measures introduced by the head teacher.
90. In the end of Key Stage 2 tests in 2000 the number of pupils reaching the expected level of attainment was close to the national average. Again the results for higher attaining pupils have improved from below average to close to the national average. Results were maintained until 2000 when there was a 20 per cent rise. Pupils' attainments are above average when compared to similar schools.
91. A scrutiny of samples of pupils' work from every class, together with work in numeracy lessons, confirms that this upward trend continues and work is at the expected level for all pupils. This improvement in standards results from several initiatives from the head teacher and the subject co-ordinator. Their audit of all classes confirmed underachievement. The analysis of each year's tests found common weaknesses in particular areas of mathematics. Some teachers were uncertain about teaching parts of the National Curriculum. Resources were inefficiently distributed. Much of this audit was completed and agreed before the introduction of the numeracy hour.
92. The numeracy hour provided the structure and training opportunities to overcome the shortcomings the school had identified. Good staff training resulting in more focused teaching, re-organised ability sets in Key Stage 2, extra learning assistants and a clear consistent pattern to all lessons have combined to raise standards throughout the school in the last year. The numeracy strategy is working effectively.
93. Many of these issues were identified in the last report. Progress in this subject since the last inspection has been good. These initiatives, begun by the present head teacher, resulted from her recognition of lack of achievement by many of the pupils.
94. Attainments at the end of Key Stage 1 are average and pupils achieve well. By the end of Key Stage 1 pupils are able to recall addition and subtraction facts to ten and twenty using these to solve simple problem involving calculations such as $19 - 5$ or $8 + 9$. They count in tens with confidence to 100 and are able to place numbers such as 80 or 40 accurately in the blank spaces on a number line. Pupils recognise regular two- or three-dimensional shapes such as triangles, circles, or squares and spheres, cuboids, cylinders and cubes. They can identify right angles. Pupils record their work neatly and accurately in their books. In class and group sessions their answers are usually accurate, and all pupils explain their methods of reasoning very clearly.

95. Year 3 pupils are taught in their own classes for mathematics but older pupils are reorganised into ability groups that include pupils of different ages. There is a significant number of pupils with special educational needs in some years, and this organisation is an effective way of preparing work at an appropriate level. In a lower ability mixed aged set of Years 4 and 5, 23 of the 29 pupils are on the special educational needs register. Within this set there are four further ability groups so that the more advanced work with problems involving numbers such as 97p 28p 55p whilst the fourth group works with lower numbers of 10p 9p or 15p. All pupils therefore have challenging work. The learning support assistants are very effective in this group work. The mixed age setting continues for Years 5 and 6 pupils in an equally effective way.
96. Standard are average overall in Key Stage 2. By the end of Key Stage 2 pupils work on averages, factors, long multiplication and division, fractions, percentages, areas and shapes, matched to their abilities. Thus they calculate 36.28×7 or $0.134 + 0.659$ accurately, or draw 2D shapes using a protractor to measure angles well. Pupils in the more able set work confidently in fractions discussing equivalent fractions such as $24/32$ or $32/64$ with confidence. In another lesson they tackled such questions a 9×0.8 mentally, before using their previous knowledge of fractions in a lesson on probability. Pupils in the lower set work confidently on frequency and mode. Their work covers a similar range of activities but at a lower level.
97. These lessons, and the work in books, confirms attainment at an average level overall by the end of the Key Stage. Results will continue to vary from year to year because of the high percentage of pupils with special educational needs. However there is appropriate challenge for all pupils at the end of Key Stage 2 in all areas of mathematics, apart from some elements of data handling using information technology. This is not covered well.
98. Overall the quality of teaching and learning are good with examples of very good or excellent teaching at both key stages. All lessons observed during the inspection were satisfactory or better. Because of the structure of the numeracy hours, and the good in-service training by the school, many lessons share the same good characteristics. Teachers plan well, both daily and in the longer term. They set clear objectives for each lesson, match work well to the ability of pupils and use the well-trained support assistants effectively. In class sessions teachers give very good explanations, use mathematical language correctly, and the good use of questions, praise and encouragement keeps pupils firmly focused on learning at all times. Assessments are used well to identify pupils' strengths and weaknesses and to plan future learning. Homework is set appropriately. All of these teaching elements have a good impact on pupils' learning.
99. In the satisfactory lessons there are a number of areas for development. For example the timing of some lessons is out of balance and too little time is left for the plenary session. In other lessons the match of work to pupils' abilities is insufficient to challenge all pupils, or the resources for teaching, including adult support, are not used to best effect. Some classrooms do not make enough use of displays to support further learning by including mathematical vocabulary. The majority of these lessons occur in Key Stage 1 and lower Key Stage 2.
100. Pupils' responses are at least good and often very good or better. They are attentive, hard working, enthusiastic and helpful to the teacher and to each other. Pupils are proud of their workbooks and make every effort to work neatly. Their relationships with the teachers and support assistants are very good. They respect each other's answers during class sessions, and listen attentively to each other's contributions.
101. The co-ordinator works closely with the head teacher and other senior staff to bring about change and to improve standards. The process is effective and standards have risen. The co-ordinator leads the subject well.

SCIENCE

102. According to teachers' assessments of Key Stage 1 pupils' knowledge and understanding of science in the spring term of 2000 shows that standards were overall close to the national average. The 2000 test results at the end of Key Stage 2 show that the proportion of pupils achieving national expectations was close to the national average. The proportion of pupils achieving higher levels was below the national average. In comparison with similar schools the above test results were average. There has been a very good improvement in the proportion of pupils achieving the level expected when they are eleven years of age. With the exception of the school's 1996 test results there has been a regular improvement in science test results at the end of Key Stage 2 over the past five years.
103. The inspection shows that present standards at the end of Key Stage 1 meet with what is expected nationally. Year 2 pupils have a sound knowledge of living processes and know the main external parts of a human body as well as those of plants. They understand that humans reproduce and that the offspring grow into adults. This was covered well in one interesting lesson when the teacher discussed photographs of members of staff as young children and made comparisons with what these people looked like at the present time. Pupils have a good grasp of how humans use their senses for an awareness of the world around them. They can name different sources of light and sort materials according to their attributes. Higher attaining pupils can relate the uses of everyday materials to their properties. First-hand experience also enables pupils to gain a better understanding of scientific ideas. For example, they begin to understand forces through pushing and pulling toy cars to make them move, slow down, speed up and stop.
104. Standards at the end of Key Stage 2 also meet national expectations. Pupils have a good knowledge and understanding of living things, including plant fertilisation, germination and dispersal. Their experimental investigation of the effect of light and dark on seedling growth showed clearly that they have a sound understanding of how to ensure that scientific tests are fair. They have a sound understanding of the concepts of friction, insulation, evaporation and condensation. Their understanding of how to make scientific investigations is enhanced by an encouragement to make predictions before they begin the experiment. For example, pupils predict which of three different materials will absorb water more efficiently. This helps them to develop the skill to construct a hypothesis either to prove or disprove. They have a sound understanding of the movement of the earth around the sun and how night and day occur.
105. Since the previous inspection the school has made satisfactory progress in improving the science provision. Although standards have been maintained the school has yet to focus on science as an area to develop. This is understandable because the school has been sensibly concentrating on improving standards in literacy and numeracy. A number of factors have been improved. Firstly, classroom assistants are much more aware of the need to pose good quality questions to pupils and no longer tell them the answers instead of allowing them to find out for themselves. The two science co-ordinators, both part time teachers at the school, monitor pupils' work to ensure that they are covering the requirements of the National Curriculum and support colleagues informally in their work. However, assessment strategies to judge pupils' attainments and to track and record their progress have still not been introduced and implemented. In this connection, though, there are plans to pilot an approach to assessing pupils' progress in experimental and investigative science that involves making judgements on predicting, testing and drawing conclusions. The quality of written reports to parents has improved and now carefully outlines strengths as well as weaknesses in pupils' learning of science.
106. The quality of teaching and learning in both key stages is good. Lessons are carefully planned and well organised and pupils know exactly what to do following clear instructions from the class teacher. Classroom assistants are well briefed and support pupils, especially the lower attaining ones, so that they make good progress in their knowledge and understanding. The Year 6 class is taught very well. Praise is used particularly effectively to

motivate pupils and to enable them to grow in confidence. For example, the teacher uses very positive remarks such as “That’s an extremely intelligent thing to say” or “ I love your scientific use of words.” Such comments are not artificial, raise pupils’ self-esteem and engender an enjoyment of the subject. All teachers manage pupils’ behaviour very well. This results in a hard working ethos in the classrooms, where pupils listen carefully during lessons and are eager to please. Questioning is used skilfully to assess pupils’ understanding of the work they are undertaking so that remedial action can be taken if necessary. Teachers and classroom assistants support lower attaining pupils very well. Physically impaired pupils are very well integrated into the classroom and treated with great sensitivity by the rest of the pupils. This enhances their progress and enables them to learn productively and maintain interest and concentration. Teachers’ expectations of pupils’ learning are satisfactory overall but often higher attaining pupils are not sufficiently extended to enable them to make the progress of which they are capable.

107. The two science co-ordinators work closely together to develop the science curriculum but as this subject has not yet been a priority there is much improvement yet to be undertaken. Regular monitoring of science lessons has not yet occurred in order to improve further the overall quality of teaching nor is there sufficient assessment to ensure that pupils make the progress of which they are capable. The proportion of pupils achieving higher levels in the annual national tests at the end of Key Stage 2 is below that for English and mathematics and too few teachers challenge these pupils enough. The range of science learning resources is satisfactory but the quantity is not always sufficient for pupils to use and promote their learning. A number of teachers are insecure in their background knowledge of a fair test and, as yet, there has been no recent training for teachers to enhance their knowledge and skills of science. Discussions on continuity of pupils’ science learning with the main receiving secondary school have not yet taken place to ensure that pupils’ progress does not falter when they transfer. The school development plan contains a number of these issues, which are due to be addressed in the next school year. If the school approaches these in the same systematic and rigorous way in which improvements to literacy and numeracy have been tackled then the new developments should be lasting.

ART

108. Standards in art at the end of both key stages are good. There are good quality displays of art around the school that demonstrate that pupils develop good skills and have opportunities to use art in a range of curriculum areas. For example, computers are used to great effect to create colourful and intricate patterns and designs. Wall paintings of dinosaurs by Year 1 pupils are used very effectively to practise measuring and counting, whilst black and white designs based upon Tudor houses are drawn by Year 5 pupils reinforce aspects of history. Imaginative work depicting a musical walk from Year 2 pupils uses both listening and artistic skills highly successfully. Pupils use sketchbooks very successfully to support thematic work involving observational drawing. Maps are used as a good starting point in Year 5 to create interesting patterns.

109. Key Stage 1 pupils use good observational skills suitably to draw self portraits using mirrors to assist them. Pupils learn effectively how famous artists like Van Gogh and Vigee Lebrun use the self-portrait style to portray personality and one pupil from the physically impaired unit makes use of a digital camera to represent himself so that he can participate fully and appropriately in the lesson. Pupils also work very well co-operatively to make good quality pictures of themselves using shiny foil. Year 5 pupils also work well together to complete a good quality collage of the Wiltshire and Berkshire Canal to gain skills.

110. By the end of Key Stage 2 pupils have learned successfully about the work of William Morris. They draw stylised flowers using a computer program to match and mix colour. This provides them with good experiences to develop skills leading to colour sensitivity. They make their own carefully produced clay tiles to specific specifications and develop good skills in manipulating pliable materials. Pupils make high quality drawings and in so doing develop

good observational skills. For example, they produce careful sketches of chairs and shoes showing good detail. They acquire a good range of skills that include printing, painting using poster and water-based paint, illustration, marbling, sketching, observational drawing and collage. All pupils have equal access to the curriculum and make good progress including those pupils with special educational needs and those who speak English as an additional language.

111. The quality of teaching is good in both key stages. Pupils are encouraged to observe, discuss and experiment using a variety of techniques and media and this enables them to develop a range of artistic skills. Good teaching in Year 1 uses effective questioning and use of resources. This results in pupils producing self-portraits of quality. Lessons are clearly planned and well structured, reinforcing pupil's skills and techniques. Pupils are exposed to the work of famous artists such as William Morris, Vincent van Gogh, Leonardo da Vinci and Matisse. Good teaching in Year 5 provides pupils with an example of montage such as 'The Empire of Light' by Rene Margritte. Pupils use a similar technique to build up their own images learning to be patient and careful as well as creative.
112. The co-ordinator leads the subject well providing advice and ideas to staff where needed. He is in the process of rewriting the policy and scheme of work to provide a better framework for teachers to plan their lessons. Curriculum progression sheets allow the co-ordinator to monitor the art being taught and to order appropriate resources. There is an improvement in the amount and the quality of resources since the last inspection. Non-contact time is provided for the co-ordinator to evaluate work in the school and to attend courses. He feeds back information appropriately to staff and governors.

DESIGN AND TECHNOLOGY

113. It was not possible to observe more than one lesson in design and technology during the inspection. However, in addition a large sample of pupils' work from reception to Year 6 was examined, enabling a judgement to be made upon the knowledge, skills and understanding achieved by the pupils.
114. At the end of Key Stage 1, pupils' levels of attainment in design and technology meet what is expected nationally and their progress is sound. They make pictures with movable parts that are moved by a sliding mechanism or by brass split pins that allow wheels to revolve. Pupils choose their own theme and, for example, portray the theme of 'Hickory, Dickory Dock' with the mouse running up the clock or 'Humpty Dumpty.' They practise and develop good skills in cutting with the use of scissors and use these to make Teddy bears with movable limbs with split pins acting as the joint. Their designs are of satisfactory quality. They draw pictures of their intended products, list the materials needed, note the important steps in making the item and evaluate it when finished writing down improvements that could be made next time.
115. Achievements are satisfactory at the end of Key Stage 2 and pupils make sound progress. They disassemble slippers and leather moccasins to discover how these items are made. They use the knowledge gained from this activity to design their own and make a prototype of their design using card. They use sound joining techniques when attaching the upper and sole sections as a result of their original exploratory activities. Younger Key Stage 2 pupils are provided with a range of experiences that they can draw on when designing their own products. For instance, in one interesting lesson pupils attempted to open the lid of a polystyrene 'burger carton' using a long plastic tube, a balloon and a pump. They design their own devices and successfully open the lid by inserting the balloon inside the carton and inflating it using the tube and the pump. They design a wide variety of lighthouses and use their knowledge of electrical circuits to provide these with a lighting facility. Year 6 pupils work with an architect and collaborate in small groups to design different aspects of a model theme park. They design and make different items with unusual connotations. For example, one group of pupils made objects such as a 'Tea Cup' restaurant that is designed in the shape of

a cup and has tables and seating on two floors. In all cases, pupils design their products carefully first and then evaluate the finished items, suggesting how it can be improved.

116. As only one design and technology lesson was observed it was not possible to make an overall judgement on the quality of teaching.
117. Since the last inspection a scheme of work has been introduced and implemented and this provides a good framework for the teachers' planning. Pupils' levels of attainment and progress have been maintained since the previous inspection. The Qualifications Curriculum Authority scheme is used and different year groups design and make set items. However, as yet, the school has not yet decided on how best to develop pupils' skills so they build these in a logical order. Teachers have developed a more secure grasp of the subject knowledge necessary to teach design and technology successfully. The resources used by pupils at the time of the previous inspection were adequate and since then the school has improved the provision, making the choice of materials and equipment very much wider so that pupils have a greater choice.

GEOGRAPHY

118. Pupils in Key Stage 1, including those with special educational needs make satisfactory progress and attainment standards are consistent with the expectations for pupils of this age. At Key Stage 2, progress is unsatisfactory and attainment standards are below the expected level. These findings show that at Key Stage 1 standards have been maintained since the previous inspection and at Key Stage 2 they have fallen. This is due mainly to the high priority the school has prudently given to raising standards in English and mathematics.
119. The school is aware of the shortfall in pupils' progress in geographical studies and has already taken steps to remedy this. For example, teachers have compiled a list of what the pupils have achieved successfully in order to track coverage of the areas of the programmes of study from the National Curriculum on which the school is focusing. These progression records are monitored by the co-ordinator, and advice is given to teachers on how to improve provision, if necessary. Additionally, teachers have begun to follow the Qualifications and Curriculum Authority's national guidelines, which have the potential of ensuring systematic curricular coverage. The school's lack of careful monitoring of curricular coverage in the past, complicated by mixed year classes has led to pupils receiving unequal curricular entitlement. Key Stage 2 pupils are not covering the key areas in the geography curriculum sufficiently in order for them to make satisfactory progress. The recently appointed co-ordinator has the necessary skills to implement improved provision.
120. Key Stage 1 pupils make satisfactory progress in developing knowledge, skills and understanding of geography. They have learned successfully about their local environment by carrying out surveys of their own homes, participating in a traffic survey to highlight the common features. They are aware of the differences between their own locality and a seaside environment. They understand the use of land and different buildings, including shops, lighthouses, garages etc. Key Stage 2 pupils have studied the theme of 'water' and have studied London and Oxford as well as their local area. Year 6 pupils are not able to identify the differences between these areas nor are their knowledge of the British Isles is unsatisfactory. Pupils report that, although they have used the library and computer suite for research involving other subjects, they have not yet been encouraged to use these facilities for locating information in geography.
121. The quality of teaching is good overall. Although there is better curricular coverage at Key Stage 1, those areas covered at Key Stage 2 are taught well. Teachers' lesson plans are very good: they have clear learning objectives, which are shared with the pupils, so that they know what is expected of them. Resources are mainly used well to support both teaching and pupils' tasks. Tasks are interesting and hold pupils' attention. A good example was seen in Year 2 when pupils prepared suitable clothing for a holiday to either a hot or cold destination.

In Year 3 very good teaching aids such as a high quality world map and adhesive flash cards of equator, poles, hemispheres, oceans and continents enabled pupils to make very good progress in acquiring knowledge of major world features. Likewise in Year 6 the task of experimenting to cleanse water held pupils' interest very well: they worked agreeably, discussing methods usefully and recording their findings in detail. However, resources for this task were not well enough thought out to maximise learning.

122. Where possible geographical teaching is linked to current world affairs, making it more meaningful to pupils. Throughout the school relationships between pupils and teachers are very good. As a result, there is a busy buzz of worthwhile activity in classrooms and pupils demonstrate good attitudes to their work and behave very well. They take a pride in presenting written work neatly and clearly. Assessments of pupils' geographical knowledge, skills and understanding are not undertaken regularly and this does not provide teachers with enough information about pupils' progress so that remedial steps can be undertaken if necessary.

HISTORY

123. At the end of both key stages, levels of attainment meet the national standards. At the end of Key Stage 1 pupils have a sound understanding of life in the past know and know, for example, about the life of Florence Nightingale and can distinguish the differences between present day hospitals and nurses as compared with Victorian times. They learn successfully about the lives and life styles of famous people, both past and present, and understand how much life has changed. For example, the use of the dolly peg at the beginning of the century compared with the use of the tumble dryer today They write and draw about themselves at four and what they can do at six and learn appropriately about the lives of familiar adults and themselves. One pupil was heard to say "And now I am six I can read and draw!"
124. In Key Stage 2 pupils develop further their chronological awareness, recognising the differences during the times of the Anglo-Saxons, Vikings, Ancient Egyptians, Romans, Greeks, Tudors and Great Britain after 1948. Pupils study artefacts from the Roman Empire sketching in learn successfully from first-hand experiences provided by Roman coins and through observing pieces of pottery. Pupils with special educational needs are supported well by learning support assistants and develop linguistic and observational skills as well as gaining historical knowledge whilst talking and sketching historical artefacts. They make sound progress in gaining knowledge and understanding about the life and times of Henry V111 and his six wives. Year 6 pupils develop a satisfactory understanding of the differences in fashion between now and fifty years ago. They demonstrate this well when they write interesting, amusing and imaginary interviews with ladies about fashion in the fifties and in the millennium.
125. Pupils enjoy history, recording their findings and interpreting events in a variety of ways. They consolidate their learning by making clay models of a Celtic village, painting in artistic detail a Greek amphora and use information and communication technology with great enthusiasm to produce a fact file of the life of Dr Barnado. They work co-operatively in pairs and groups, sharing ideas and using their skills of decoding to sequence significant events.
126. The teaching of history is good in both key stages. Teachers question pupils effectively, challenging their thinking and providing opportunities for them to discuss reasons and interpret certain actions. For example a Year 1pupil reasoned that it was God who inspired Florence Nightingale to do her work. Good relationships between teachers and pupils encourage discussion. Good questioning skills enables pupils to understand historical events. Planning of lessons is detailed and well structured. The use of resources is good and use is made of thematic boxes, books and videos. Teachers have a good subject knowledge and this has a positive impact upon learning. Work is planned so that pupils of differing abilities have work that is matched well to their needs. Pupils with special educational needs are well

supported by teachers and learning support assistants during lessons. These pupils make sound progress over time.

127. The co-ordinator has worked hard to make improvements since the last inspection. The scheme of work now meets the requirements of the National Curriculum in both key stages and the policy document provides details of teaching and suggestions of organisation and methods. Good links are made to other subjects such as Art, English, Design Technology and IT and these provide valuable experiences to improve pupils' knowledge, skills and understanding across a range of subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Attainment in information and communication technology is below national expectations at the ends of both key stages. Since the last inspection the school has been unable to implement the full programme of study for the subject and pupils are still not meeting the required standards. As a result pupils have limited experience of the full range of information and communication technology applications. There is an intention that the programme will be covered in the current year and the necessary resources have been purchased. Development of the subject has been hindered by the lack of much needed staff training that has had to take second place to other priorities. The school is aware of gaps in its provision and has concentrated sensibly on teaching basic skills, particularly in word processing, publishing and graphics.
129. Pupils soon acquire the elementary skills of using a keyboard, entering text or controlling a 'mouse'. They have access to computers in their classrooms and are introduced to the information and communication technology suite in Key Stage 1. They are able to use a word processor and print out their work and are begin to learn how the appearance of the text can be changed. Good links are made with other subjects. For example with art, when pupils use a computer application to try and reproduce part of an abstract painting they have selected. Key Stage 2 pupils also use graphics software and are encouraged to develop fine control of lines and patterns. They use a desktop publishing programme to produce an information sheet for a history topic. Pupils with special educational needs make good progress in lessons. They normally work with a partner or with support from a classroom assistant and are able to work on the same tasks as their peers. Assistants may also work with other pupils in the room and this is an efficient use of their time. Pupils with disabilities are able to use the information technology suite alongside their peers but they also benefit from highly effective use of information technology in the in the unit for physically impaired pupils. This supports their learning successfully.
130. While skills in presenting text and graphics are developing well, these are pursued almost exclusively. There was one example, in Key Stage 1, of pupils using a simple database to store information and print out charts but this was an isolated case. Even in Year 6, pupils have no recollection of using data-handling applications. They were unsure how to search a database or set up a spreadsheet to manipulate numerical data. Although the school has equipment for computer control and monitoring, the pupils interviewed could not recall using these. This results in unsatisfactory levels of attainment.
131. Teaching is satisfactory overall and no unsatisfactory lessons were seen. What is done is done competently. Some teachers are more confident than others in demonstrating applications to pupils owing to an insecurity in subject knowledge. Teaching is effective when teachers do some preparation in the classroom or give a short briefing in the information and communication technology suite before the pupils begin their tasks at the keyboard. Then all pupils are clear about what they have to do and how to do it. Pupils enjoy the subject and eager to learn more and to try out their ideas. They behave well, both in the information and communication technology suite and when using computers in their classrooms and co-operate with each other. As yet, there is no system for assessing and recording pupils'

attainments in information and communication technology and this makes it difficult for teachers to match work to the needs of the pupils.

132. The use of information technology in other areas of the curriculum is inconsistent. In some classrooms computers are a useful learning tool while but more often they are under-used. Opportunities to use them for recording results in science, for example, or for performing calculations in mathematics are missed. Sometimes pupils type up pieces of text that they have already written out in pencil, so the value of a word-processor as a tool for drafting and re-drafting is not exploited.
133. A coherent action plan has been drawn up to improve curriculum coverage in the subject and raise standards. Additional funding in the current year will allow new equipment and facilities to be purchased and the co-ordinator has a clear vision of what is required. However the necessary expertise is not yet present throughout the school and much remains to be done.

MUSIC

134. Attainment in music is better than found in most schools in both key stages. This is an improvement in Key Stage 2 since the last inspection. Pupils in Key Stage 1 learn to sing in tune and time, making up their own words to familiar songs. They learn to play together using tuned and untuned percussion instruments correctly. Pupils listen to the sounds of the instruments to decide upon their descriptive qualities that best fit the words and mood of the song, 'I am the captain.' Pupils begin to recognise that sounds can be arranged in an order or a musical pattern and that music is composed in many forms and styles such as a calypso. They learn to use their voices as an instrument by repeating words rhythmically.
135. At the end of key stage 2 pupils know and understand musical vocabulary such as dynamics, tempo, pitch and timbre. They sing in tune and can sing in two parts unaccompanied. Pupils in Year 6 use percussion and recognise the tonal qualities of the instruments to assist them in their own compositions. They listen carefully and discuss the music they hear in order to reproduce mood and nuance. For instance the pupils sing the hymn 'When I am feeling down and sad' with great feeling and pathos during the key stage 2 assembly.
136. The quality of teaching is good in both key stages. Lessons are well planned and organised. Resources are well used and always ready for pupils to use. There is effective questioning that leads pupils to understand musical ideas. Pupils become more able to control sound especially when singing. They describe and write about pieces of music using the correct vocabulary. There are very good relationships between teachers and pupils that enhance learning. Pupils respond enthusiastically and especially so when teachers play a guitar. They behave very well in both key stages when using percussion and respond positively to teachers' words of praise and encouragement. Pupils of all levels of attainment make good progress. Pupils with special educational needs and those from the physically impaired unit participate in all the lessons and make good social and academic progress. For instance, a pupil with special educational needs who finds interaction difficult was successfully encouraged to sing during a class lesson. In all the music lessons observed pupils enjoy the subject and respond in a positive manner. They enjoy singing and performing together. Progress is less evident in a very small number of cases when teachers' subject knowledge is insecure or their knowledge of the correct way to hold and play percussion instruments is limited.
137. The co-ordinator has definite ideas and aims to develop the subject further in order for pupils to enjoy performing together. There are good opportunities for Key Stage 2 pupils to join the choir and to perform with the drama production team. Valuable opportunities also exist for pupils to learn a number of instruments during the lunch hour. Specialist teachers provide good tuition for clarinet, violin, guitar, brass and keyboards. Visiting musicians from the local community provide musical demonstrations and musicians from abroad such as the drumming group from Indonesia play to the pupils.

PHYSICAL EDUCATION

138. During the inspection it was possible to observe only dance and games lessons. However, from discussions with staff and the examination of documents it is clear that the physical education curriculum is broad and balanced. It is not possible to make an overall comparison with the previous inspection report where a wider range of activities was observed.
139. Pupils make satisfactory progress in dance and games at both key stages. By the time they leave the school the quality of their knowledge and skills in these areas of physical education is at a level expected for pupils of this age. Year 2 pupils demonstrate good physical skills in their dance activities, moving to contrasting pieces of music in an imaginative way with control and co-ordination. The majority are able to put together a simple sequence of movements to music to create a dance. They demonstrate good spatial awareness. Year 6 pupils hold hockey sticks correctly and the majority are able to dribble the ball with a satisfactory degree of control. Teachers highlight the need for safety with due care for themselves and others. Pupils know the importance of warming-up before energetic physical activities and wearing suitable clothing.
140. The quality of teaching is good overall. Activities are well structured and designed to improve pupils' skills. The teachers have good subject knowledge, making useful teaching points, for example, on how to pass a hockey ball whilst on the move. They give clear explanations of the task, which means that pupils know exactly what is expected of them. They plan appropriate opportunities for pupils to evaluate their performance and improve their skills. Overall pupils have good attitudes to their lessons. They generally listen well to instructions and work hard to improve. There is a limited range of out-of-school activities. Pupils achieve some success in 'friendly' matches with local schools in football and the school intends to extend this to include netball. The co-ordinator has good subject knowledge and she leads the subject well. Resources are good and well maintained. Specialist equipment is used well for physically impaired pupils in order that they can participate in the physical education programme. Since the last inspection the school has introduced the Qualification and Curriculum Authority scheme of work to ensure a balanced and progressive approach to the teaching of physical education and there is a straightforward assessment system in place. Swimming is taught in Year 3 and the majority of pupils are on course to achieve what is expected nationally at the end of Key Stage 2.

RELIGIOUS EDUCATION

141. Standards in religious education meet the expectations of the Qualification and Curriculum Authority scheme of work by the end of Key Stages 1 and 2. This scheme of work is being used as an interim measure prior to the implementation of the recently produced Local Agreed Syllabus. Compared with the last inspection report pupils' levels of attainment have been maintained at the end of Key Stage 2 but are not as good as they were at the end of Key Stage 1.
142. Seven-year-old pupils understand that people of different faiths have their own special places for worship and they know that Christians worship in a church. They visit the local church and see the font, the altar, the cross and other features and record these through drawing and writing. They write in awe of the size of the church and stillness inside, such as 'the church is massive, cold and quiet'. Examples of pupils work show that they learn about stories in both the Old and New Testaments. They explore human values, such as friendship, and appreciate in simple terms that these are special qualities in their lives. By the end of Key Stage 2, pupils gain a deeper understanding of the importance of Jesus in the Christian faith as they study significant events in his life. They study other faiths such as Judaism and are able to compare these with the Christian faith. They recognise that religion is very important in some people's lives and understand why people go to church and pray. Some pupils discuss these ideas with considerable maturity.

143. The pupils' achievements are satisfactory overall. Pupils study topics in increasing depth. The youngest pupils learn about special people, such as Mother Theresa or Martin Luther King and can relate their qualities to special people in their own lives. Older pupils examine the rules laid down in the Old Testament as given by Moses. They study the Ten Commandments and their importance and meaning today. Year 6 pupils have a good grasp of how the Bible is organised.
144. It is not possible to make a judgement about the quality of teaching as only one lesson was observed in each key stage. Teaching in the two lessons seen was good. The teachers have good subject knowledge, which is conveyed sensitively and appropriately. They keep pupils fully involved throughout the lesson by asking appropriate questions. Pupils are encouraged to be reflective and thoughtful as they record their work. The teachers manage pupils well. They treat them with respect and value their contribution, as in the Key Stage 2 lesson, where the good work of pupils with special educational needs was shown to the rest of the class. As a result, pupils pay good attention to the teacher and listen carefully to one another. The co-ordinator has a real interest in and enthusiasm for religious education and leads the subject well. There is a clear development plan to implement the new local Agreed Syllabus and to up-date resources and review assessment in the light of this.