

INSPECTION REPORT

WOODMANSTERNE PRIMARY SCHOOL

Banstead

LEA area: Surrey

Unique reference number: 124940

Headteacher: Mr C F Murphy

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 16 – 19 October 2000

Inspection number: 225319

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Carshalton Road
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Appropriate authority: Governing Body

Name of chair of governors: Mrs Diana Bowes

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Brian Gosling <i>Registered inspector</i> (22453)	Information technology; Geography; History; Physical education; Equal opportunities;	What sort of school is it? The school's results and achievements.
Liz Halls <i>Lay inspector</i> (19557)		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Gavin Jones <i>Team inspector</i> (22578)	English; Art.	How well is the school led and managed?
Mervyn Ward <i>Team inspector</i> (20463)	Mathematics Religious education; Music.	How good are curricular and other opportunities offered to pupils?
Joan Walker <i>Team inspector</i> (25461)	Science; Design and technology; Children under five; Special educational needs.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is bigger than most primary schools, with 306 pupils who come from a wide area, including other local villages, Sutton and Croydon. The school has a significant number of pupils who leave or arrive at the school other than at five and eleven years old. The percentage of pupils who are eligible for free school meals is broadly in line with the national average. Eighty-one pupils have been identified as having special educational needs, which is above the national average. Seven pupils have statements of special educational need, which is broadly similar to the national average. There are no pupils with English as an additional language and no pupils from ethnic minority groups, although 14 pupils are from travellers' families. The school's records show that the attainment of children when they enter the school varies greatly from year to year; sometimes it is above average and sometimes below. Currently, attainment on entry to the school is broadly in line with the county average. There have been significant changes in the teaching staff recently. Eight teachers have been appointed in the last two years, and five of the seven class teachers in Key Stage 2 have begun teaching these classes this term. The school is popular with parents and there has been a steady increase in pupil numbers over recent years.

HOW GOOD THE SCHOOL IS

The school is generally effective. Pupils' attainment on entry is variable but average overall. By the time they leave, almost all pupils attain the standards expected nationally in English, mathematics and science. The quality of teaching varies greatly, but there is much teaching of a high quality. The school successfully achieves most of its aims, but the achievement of the potentially higher attaining pupils is not currently high enough when they leave the school. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Standards are good in English and mathematics in the Key Stage 1, and in music, information and communication technology and physical education across the school.
- Information technology is used well in other subjects.
- Pupils' attitudes to school are very good, and they are very well behaved.
- Good links are established between different subjects to enhance pupils' learning.
- The provision for pupils with special educational needs is good.
- The opportunities provided in a wide range of extra-curricular activities are very good.
- The teaching throughout the school is good or better in seven out of ten lessons, with some excellent teaching.
- The school cares for its pupils very well.
- The school has a very good range of productive links with parents that help pupils learn.

WHAT COULD BE IMPROVED

- Teachers' expectations and the achievement of potentially high attaining pupils are not high enough in Key Stage 2.
- The role of curriculum co-ordinators is not sufficiently developed.
- The school day is shorter than that recommended, and some subjects are not allocated sufficient time.

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 November 1996. There has been satisfactory improvement since the last inspection, and the school has addressed the key issues for improvement in that report.

All co-ordinators have monitored teaching in their subjects since the last inspection. They monitor planning each term, and pupils' work in the core subjects is also sampled each term. The school has established a method for monitoring teaching and learning in all subjects over a four-year period that involves the subject co-ordinator, a teacher, a governor and a member of the non-teaching staff. This results in an action plan for improvement. There are improved procedures for tracking pupils' progress, including regular tests and the compilation of pupils' writing annually. Financial planning is now over a three-year period. Standards in information and communication technology have improved, as well as the use of information technology across the curriculum.

The school has improved standards since the last inspection in English and mathematics in Key Stage 1, music in Key Stage 2, and information and communication technology across the school. The overall quality of teaching and the teaching of pupils with special educational needs has also improved. However, the school has not effectively raised expectations of pupils in Key Stage 2, and tasks set for these pupils are not always sufficiently challenging. The school has established extensive methods to monitor its performance, but this information has not been used effectively to make positive changes to raise standards.

STANDARDS

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

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The percentage of pupils in Year 6 last year who attained the nationally expected Level 4 was well above the national average in English, above the national average in science and close to the national average in mathematics. The reason pupils' attainment overall did not compare more favourably with the national average was that the percentage of pupils who attained the higher Level 5 was well below the national average in English, mathematics and science. The low number of pupils attaining Level 5 is because many lessons are not consistently planned with sufficiently challenging tasks for the potentially higher attaining pupils.

Similar schools are identified by the percentage of pupils eligible for free school meals. Another method is to group schools with similar attainment at the start of Key Stage 2. Using this method, pupils' attainment in English and mathematics was close to the average of similar schools in 1999. (no figures are available yet for 2000). Although the school's records show that many pupils who took the tests in 2000 made satisfactory progress in Key Stage 2, the progress of a significant number was unsatisfactory, particularly in mathematics. The school has made significant changes in the organisation of teaching, and standards are improving throughout the school. It is not possible to investigate the link between the results in 2000 and teaching in the current year because five of the seven teachers in Key Stage 2 are new to this age group in the school this term. However, the school's records show that almost a quarter of the pupils in the year group who took the tests in 2000 left or joined the school during Key Stage 2 and that attainment was significantly higher in the group who left the school.

The attainment of pupils currently in Year 6 is judged to be close to the national average in English and mathematics, and above average in science. Although standards are improving, they are not high enough for the potentially higher attaining pupils in English and mathematics. The attainment of pupils at age seven is also improving, and in 2000, it was well above the national average in reading and writing and very high in mathematics. (Very high means the results are in the top 5 per cent of schools in the country.) The attainment of pupils in Year 2 now is above average in English and mathematics, and close to the average in science. The school has set suitable targets for pupils' attainment in English and mathematics, based on pupils' previous attainment. Standards are particularly good in information and communications technology, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and out of class. They are polite and work and play together happily.
Personal development and relationships	Very good. The school ensures that pupils develop with maturity, responsibility and respect for each other. This leads to very good relationships that promote good behaviour and positive attitudes.
Attendance	Good. The attendance rate of most pupils is very high.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 is good overall. Ninety-five per cent of lessons were satisfactory or better; 69 per cent were good or better and 18 per cent were very good or excellent; 4 per cent were unsatisfactory. There was little difference between Key Stage 1 and Key Stage 2. Since the disappointing national test results in 2000, the school has taken action to improve teaching, and five of seven teachers are new to the teaching of pupils in Key Stage 2 in the school this term. Consequently, it is not possible to investigate the link between teaching and the below average test results last year.

The teaching of literacy and numeracy is now good for all pupils in the school, and basic skills are taught well. The school generally meets the needs of pupils but the potentially higher attaining pupils are not always sufficiently challenged. In the best lessons, teachers use assessment well to plan learning tasks that challenge all pupils, especially the potentially higher attainers. In less successful lessons, all pupils are not sufficiently challenged and so do not make satisfactory progress. This was the cause of last year's test results, when too few pupils attained the higher Level 5 in English, mathematics and science. There is a school procedure for using assessment information but this is not evident in planning for all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and good links are made between subjects. However, the curriculum is not sufficiently balanced and the school day is significantly shorter than recommended.
Provision for pupils with special educational needs	Good. These pupils are well catered for and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' social development is very good. It is good for pupils' moral and cultural development, and satisfactory for their spiritual development.
How well the school cares for its pupils	Very good. The school has very good procedures to care for its pupils and all members of staff show concern for pupils' well being.

The school has a very good range of productive links with parents that help pupils learn. Parents support the school in many ways and value what it provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and the senior management team provide clear leadership. However, the role of curriculum coordinators is not sufficiently developed to enable them to raise standards and maintain them.
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed and work hard to improve what the school provides.
The school's evaluation of its performance	Satisfactory. The school has implemented a detailed monitoring procedure, but it has not taken action with sufficient urgency when standards fall.
The strategic use of resources	Good. The school's financial planning is good. They plan the best use of available resources and apply the principles of best value well.

The school's staffing and accommodation are suitable and the grounds provide good facilities. Resources are satisfactory for all areas of the curriculum and good for information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good quality of the teaching. • The information they receive about their children's progress. • Their children become mature and responsible. • The range of activities outside lessons. 	<ul style="list-style-type: none"> • Parents have no significant concerns.

Inspectors agree with parents' positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's detailed assessments of children's attainment when they first enter school show considerable variation from year to year. The attainment of some year groups is well below the county average, while other year groups have above average attainment. This has a significant effect on the attainment of different year groups when they leave the school at the end of Key Stage 2.

2. At the time of inspection, there were 38 children in the two reception classes, with 15 of the younger children attending school in the mornings only. The assessment of children's attainment when they enter school shows that the majority of those currently under five are in line with the county average. Most children make satisfactory progress and achieve the early learning goals¹ by the time they enter Year 1. Positive relationships and trust are quickly established between the children, teachers and support staff. Children know that pictures and words have meaning, and they associate sounds with letters. The younger children can count to five accurately, and understand the concepts of bigger than and smaller than. Children develop computer skills and can use the mouse well, although motor skills such as cutting and writing are poor when they enter the school. They explore shape in three dimensions by creating models.

3. Pupils' attainment² at the end of Key Stage 1 in the national tests in 2000 was well above the national average and the average of schools with pupils from similar backgrounds in reading and writing. Their attainment was very high in mathematics. Very high indicates that results were in the highest 5 percent of schools in the country. The percentage of pupils achieving both the expected Level 2³ and the higher Level 3 compared very favourably with the national average and the average of similar schools.

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1 when they begin Key Stage 1 of the National Curriculum.

² On pupils' attainment: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

³ On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

4. The attainment of pupils at the end of Key Stage 2 in the national tests in 2000 was close to the national average in English and below the national average in mathematics and science. Compared to similar schools, pupils' attainment in the national tests was close to the average in English, but well below the average in mathematics and science. The percentage of pupils eligible for free school meals identifies similar schools. Another method is to group schools with similar attainment at the start of Key Stage 2. Using this method, pupils' attainment in English and mathematics was close to the average of these similar schools in 1999 (no figures are yet available for 2000).

5. The percentage of pupils achieving the expected Level 4 at the end of Key Stage 2 in 2000 was well above the national average in English, above the national average in science and close to the national average in mathematics. The percentage of pupils achieving the higher Level 5, however, was well below the national average in English, mathematics and science. The reason for the school's below average results in mathematics and science was due to the low numbers of pupils achieving Level 5. Although the school's records show that most pupils had made satisfactory progress in Key Stage 2, a significant proportion of pupils did not make satisfactory progress, particularly in mathematics. There is no significant difference in the standards achieved by boys and girls, but the achievement of the potentially higher attaining pupils is not high enough. Pupils' attainment in the national tests was better in English than in mathematics.

6. The trend of pupils' attainment at the end of Key Stage 2 rose broadly in line with the national trend up to 1999. It is too early to be able to say what effect, if any, the 2000 results have had on this trend. The school has not sufficiently analysed test results to identify weaknesses in teaching and learning. Nevertheless, the school has responded to the disappointing test results in 2000 by changing the teaching structure. Five of the seven teachers in Key Stage 2 are new to teaching this age group in the school this term, and older pupils are now organised in ability groups for science. It has not been possible, therefore, to investigate the link between teaching and learning and the below average results in 2000 at the end of Key Stage 2.

7. The judgements of the inspection are that the attainment of pupils currently in Year 2 is above the national average in English, mathematics and science. The attainment of pupils currently in Year 6 is close to the national average in English and mathematics, and above average in science. This difference in attainment for pupils in Year 6 last year and this year is related to a number of factors. The teaching structure has been reorganised and five of the seven class teachers in Key Stage 2 are new to this age group in the school this term. Furthermore, almost a quarter of the pupils in the year group who took the tests in 2000 left or joined the school during Key Stage 2. The school's records show that attainment of the pupils that left the school was significantly higher than the attainment of those who joined the school.

8. The school has set suitably challenging targets for pupils' attaining Level 4 or above in English and mathematics, based on pupils' previous attainment. However, there is insufficient challenge for the potentially higher attaining pupils in many lessons and there are no established school procedures to ensure that teachers' planning consistently enables pupils of all abilities to make progress in line with their potential.

9. Standards in speaking and listening are good in both key stages. Pupils in Key Stage 1 discuss their ideas confidently with the whole class. In Key Stage 2, pupils speak clearly and make every attempt to answer in sentences, showing a good grasp of grammar and vocabulary. They use correct technical language appropriately in other lessons, and speak well in front of a large audience of pupils and adults in assemblies.

10. Standards in literacy are, currently, good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Pupils in Key Stage 1 sound out words well and develop independence in their reading from an early age. In Key Stage 2, pupils read a wide variety of books from the extensive range in the well-equipped school library. Throughout the school, the help and support of parents is a strong factor in pupils' success in reading. Pupils in Key Stage 1 have good opportunities to write for a range of purposes, including writing stories and letters as well as investigations in science and diaries in history. Pupils use vocabulary well and higher attaining pupils in Year 2 use capital letters and full stops correctly. In Key Stage 2, pupils make good use of a writing plan that helps them to plan the structure of their stories. They choose words carefully in writing about a desert disaster to express excitement. Pupils' handwriting develops well through the school. Most pupils write with a neat, joined script and older pupils show signs of developing their own style of handwriting.

11. Standards in numeracy are good in Key Stage 1 and satisfactory in Key Stage 2. By the age of seven, pupils add and subtract numbers to 20 successfully. They gradually develop their own strategies for problem solving, and measure length, mass and time accurately, using standard units. By the age of eleven, pupils calculate numbers up to and beyond 1000, including decimals. They use and apply their mathematical skills and knowledge, particularly in problem solving, and in their number work. Pupils also develop their understanding of space, shape, measuring, and data-handling tasks.

12. In science, standards are good in both key stages. In Key Stage 1, most pupils develop a good understanding of life and living processes, materials, properties and physical processes. They plan investigations and know how to carry out a fair test. Most pupils record their results accurately and carefully. In Key Stage 2, pupils develop an impressive scientific vocabulary. They understand the need for a fair test and record their results accurately. Pupils use illustrations and diagrams carefully to illustrate their reports. They willingly express opinions and contribute to discussions confidently.

13. Pupils achieve standards that exceed national expectations in information and communication technology, music and physical education at the end of Key Stage 2. Pupils' achievements meet expectations in all other subjects where a judgement was made. It was not possible to make a secure judgement on standards in geography and music in Key Stage 1, because not enough lessons were seen and there was a lack of pupils' work available for scrutiny.

14. Although pupils' achievement varies from year to year because of the differing standards of attainment of different year groups when they enter the school, most pupils make satisfactory progress in English, mathematics and science. However, test results in 2000 show that the percentage of pupils who achieve the higher Level 5 is significantly lower than the average. This is because assessment is not used well enough to set tasks with sufficient challenge to match the learning needs of all pupils.

15. Pupils with special educational needs make good progress towards the targets set in their individual education plans.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour and relationships are very good.

17. Most pupils enjoy coming to school, and settle quickly in lessons and activities. They show very positive attitudes to their learning, and behave very well in and around the school. Parents are happy with the attitudes and behaviour of their children. Most pupils, including those with behavioural difficulties, respond well to the school's rules and the emphasis on positive behaviour management. They behave very well around the school and in the playgrounds. They are friendly and well mannered, kind and considerate. In lessons, behaviour is good and often very good. Pupils develop good personal skills, and work well independently and co-operatively in groups. This makes a significant contribution to their progress. Pupils with special educational needs have good attitudes to their work and show an interest in all aspects of school life. Since the last inspection, the school has successfully improved standards of behaviour at lunchtime, and continues to fulfil its aim to develop a sense of self-worth that is enhanced through success and enjoyment of learning.

18. Relationships are good throughout the school. Pupils form good relationships with one another and the staff of the school. They respond well to the help and guidance available to them and to being valued. Bullying or harassment is very rare, and pupils feel secure that any incidents that occur are dealt with promptly and eliminated effectively.

19. Pupils make very good progress in their personal development. They are eager and willing to take responsibility in class and in activities around the school, such as putting on the music for assembly. They are encouraged to take some responsibility for their own learning, for instance by setting future targets for their own improvement. The schools council meets regularly, allowing older pupils to be actively involved in one of the school's many decision-making processes.

20. Attendance is good overall. Most pupils attend school regularly and arrive at school on time. Most absence is authorised and due to sickness or holidays taken during term time.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of teaching is good. It ranges from unsatisfactory to excellent in both key stages. Teaching was satisfactory or better in 96 per cent of all lessons seen, with 51 per cent good, 14 per cent very good and four per cent excellent, although four per cent was unsatisfactory. This is an improvement since the last inspection. The quality of the teaching in the Foundation Stage is never less than satisfactory and in one third of lessons it is good. There is little difference in the quality of teaching between Key Stage 1 and Key Stage 2. Excellent teaching, as well as one unsatisfactory lesson, was observed in both key stages. The teaching of literacy and numeracy is good in both key stages and standards are rising following the recent introduction of the national strategies for literacy and numeracy.

22. The teaching of pupils with special educational needs is good. There is high quality liaison between the special needs co-ordinators, the support teacher, class teachers and all other support staff, and planning is appropriately detailed. This is an improvement since the last inspection report. Learning support assistants provide the right blend of support and challenge to the pupils, who achieve well because of the clearly defined targets set in their individual education plans. The school has met the needs of the one gifted pupil well. However, the potentially higher attaining pupils are not always set sufficiently challenging tasks so that their full potential is not fully realised.

23. In the best lessons, teachers have high expectations of pupils' work and behaviour, which makes a significant contribution to standards and progress. However, standards are not higher because the significant qualities of the good teaching seen in some lessons are not identified and shared across the school. Teachers have good knowledge and understanding of National Curriculum requirements for all subjects. All teachers have good understanding of the National Literacy and Numeracy Strategies. Overall, planning for lessons is good, but it lacks clear reference to the National Curriculum programmes of study, and most teachers do not plan specifically challenging tasks to meet the needs of the potentially higher attaining pupils. Most teachers make daily assessments of pupils' progress, but there is little evidence that they use the information to inform future planning. Assessment procedures are not formalised and there is no school policy to give effective guidance on exactly how assessment should be used to identify pupils' needs and set appropriately challenging tasks. Work is usually marked, but often opportunities are missed to make constructive comments for further improvement.

24. In the Foundation Stage, teachers' knowledge and understanding of the early learning goals are satisfactory. Their plans are satisfactory in covering the areas of learning and the national early learning goals. Teaching has a positive impact on children's learning and progress, so that most, have achieved the early learning goals in all areas of the foundation stage by the time they enter Key Stage 1.

25. The overall quality of teaching in Key Stage 1 is good. Generally, teachers have good knowledge of the National Curriculum and high expectations of what pupils can achieve. They set appropriate activities to meet the needs of pupils, and lessons move at a good pace. The very best lesson was in design and technology, and concerned the functions of instruments. Pupils had made their own instruments previously. The teacher's planning indicated very clear learning intentions, the pace of the lesson was very good, and clear explanations promoted the extension of pupils' knowledge and understanding. In most lessons, time and resources are used to very good advantage, and pupils are very interested and keen to succeed in the tasks set. Teachers introduce lessons well and share the learning intentions with pupils, who they manage well. In the unsatisfactory lessons and some that were otherwise satisfactory, the planning usually shows little difference in the difficulty of tasks so that they match the differing abilities of all pupils. Opportunities to use correct technical vocabulary are missed, voluntary helpers are insufficiently supervised, and classroom organisation is generally poor. In these lessons, pupils' concentration is less focused on their tasks and they generally produce less work by the end of the lesson.

26. In the best teaching in Key Stage 2, teachers show an excellent knowledge of the subject, learning objectives are very clear and teachers ensure that the pupils understand them. Pupils are managed very well and the pace of the lesson is extremely brisk, with the

teacher making sure that no time is wasted and the pupils work hard throughout the lesson. Resources are used very well. All teachers use praise and encouragement to help pupils to develop their self-esteem, and pupils make good progress. Teaching is less effective when all pupils work on the same task, pace of the lesson is too slow and pupils fail to acquire sufficient new knowledge or skills.

27. Teachers' knowledge and understanding are good in both key stages. It is very good in physical education, science and information and communication technology, particularly in Key Stage 2. The special need co-ordinators show very good knowledge and understanding of each pupil's needs in preparing carefully written individual education plans and identifying appropriate resources.

28. Most teachers have high expectations of standards in work and behaviour. These are achieved through good organisation, good relationships and an emphasis on rewards rather than sanctions. Pupils respond well in this good learning environment and show commitment and enthusiasm to their work. However, many teachers do not plan effectively to meet the needs of all pupils. Some teachers plan extension work, but this is usually when the class task has been completed. Too often the work given to pupils across the range of attainment differs only in the time allowed and the quantity of work expected, rather than in the level of difficulty of the tasks set. Expectations are not high enough for the potentially higher attaining pupils.

29. There is evidence of good collaboration between teachers in planning lessons. This ensures consistency across the classes and equality of opportunity in the two classes in each year group. However, there is little evidence in this planning of teachers using their assessments to help plan their next lessons.

30. Teachers prepare lessons well, making good use of the resources available. Resources are good in the Foundation Stage, and children have the opportunity to use the outdoor play area. All class teachers have details of pupils with special educational needs, including individual education plans indicating what targets are to be met and other relevant information.

31. Homework is given regularly to all pupils and is usually reading and phonic sounds in the Foundation Stage, reading, number bonds and phonic sounds in Key Stage 1. Pupils in Key Stage 2 are given more homework and this is set regularly. Older pupils are often given small projects to complete at home.

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

32. The school offers a broad curriculum that includes all subjects of the National Curriculum, religious education and French. Statutory requirements and those of the locally Agreed Syllabus for religious education are met, and the national strategies for literacy and numeracy have been implemented effectively. There is a very good programme for pupils' personal, social and health education, including sex education and drugs awareness. The programme has been well planned to ensure that pupils' understanding develops throughout the school. However, the length of the school day is significantly below the nationally

recommended times provided as a guide to good practice. The school day for pupils in Key Stage 1 is 40 minutes short of the recommended time each week, whilst that for pupils in Key Stage 2 falls short by two hours each week. This means that pupils in most other schools receive the equivalent of more than three weeks extra schooling each year in Key Stage 2.

33. The school organises the curriculum in a ‘topic’ approach, with subjects linked around a common theme. This establishes good cross-curricular links. For example, mathematics is supported by art in creating interesting shape paintings. Music, such as Tchaikovsky’s ‘1812 Overture’, is introduced to stimulate ideas for paintings of volcanoes. Pupils make shadow puppets in design and technology that relate to the story of Ramayana in religious education. Good opportunities are created for the use of information and communication technology in many other subjects.

34. The ‘topic’ approach to the curriculum, however, has not been organised with enough rigour to ensure a satisfactory balance between subjects. The time allocated to the various subjects is inconsistent throughout the school and across the curriculum. For example, the time allocated to English over a week varies from five to almost eight hours in different year groups. During the inspection, insufficient lessons were taught for a secure judgement to be made on teaching in art, design and technology, geography and religious education in both key stages as well as science in Key Stage 1. Medium term planning establishes the links between subjects well, but it does not note the knowledge, skills and understanding the pupils are to acquire. Consequently, short-term planning often fails to match learning tasks securely to the learning needs of individual pupils.

35. The school’s provision for pupils with special educational needs is good and fully complies with the requirements of the special educational needs Code of Practice⁴. All pupils, including those with special educational needs, have equal access to the curriculum and the opportunity to attend all school clubs. The school generally meets the needs of all pupils, although some lessons do not provide enough challenge for the potentially higher attaining pupils and, consequently, the learning needs of these pupils are not always met.

36. The school’s provision of extra-curricular activities is very good. A wide range of activities takes place before school and at lunchtime, as well as after school. Many pupils take an active part in these activities, which include dance, orchestra, choir, hockey, football, netball and tennis, as well as music tuition. Pupils take part in sports competitions, musical and arts events. They also benefit from sporting contacts with a professional football club.

37. Out-of-school visits are used well to stimulate pupils’ interest and raise attainment. There are visits to local places of worship, cultural and study centres. Residential visits are planned throughout the school, starting with a camping sleepover on the school field for Year 1, and progressing to a week’s residential adventure holiday for pupils in Year 6. Good use is made of the local community to support fieldwork, and visitors from churches and other walks of life present role models of citizenship. The school has established effective links with partner schools, including the high schools to which most pupils transfer at the age of eleven.

⁴ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

38. Provision for pupils' spiritual development is satisfactory. Assemblies are held daily, and are well planned to foster moral and social development. Pupils are suitably involved through answering questions, taking part in class assemblies and reading the prayer.

However, there are limited opportunities for pupils to reflect upon and appreciate the importance of faith in human lives. 'Circle time'⁵ provides some opportunities for pupils to consider and express their thoughts and feelings to the class. The pigs that are kept at the school provide a good opportunity for pupils to wonder at the natural world.

39. Provision for pupils' moral development is good. The school helps pupils to understand the difference between right and wrong. There is a very positive approach to behaviour, which makes an effective contribution to pupils' moral development. A secure framework and class rules guide pupils' behaviour. The school values all pupils equally and fosters qualities of consideration and co-operation. The school has a good programme of personal, social and health education, and all pupils are made aware of the dangers of drugs. Pupils and staff are justly proud of receiving the Litter Free Schools award for their environmental work.

40. Provision for pupils' social development is very good. Teachers and other adults in school provide very good role models, and relationships between pupils and members of staff are very positive. The traveller pupils and those with special educational needs are well integrated into school life. Many certificates around the school testify to pupils' involvement in the community and the emphasis on helping those less fortunate than themselves. The school provides good opportunities for pupils to develop responsibility. For example, the older pupils are library monitors and school council representatives. A good range of after-school clubs gives pupils other opportunities to co-operate and relate to each other. Pupils perform in productions and concerts in school and participate in sports matches. Pupils in each year group enjoy day visits and residential opportunities.

41. Provision for pupils' cultural development is good. Through religious education and music lessons, pupils learn to appreciate the richness and diversity of other cultures, such as Indian deities and the festival of Diwali. The school provides appropriate materials that reflect the multi-cultural nature of British society, and the traveller culture is celebrated. Local museums and theatres are visited to enhance topic work and pupils' knowledge of the area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school makes very good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. The school has successfully maintained this effective provision since the last inspection, and it is a strength of the school. Parents express the view that the school provides consistently good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is an orderly, caring and sharing community, which abides by the few rules considered necessary. That there are few rules enhances the development of pupils'

⁵ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

self-discipline and their personal and social skills. This results in good standards of behaviour and encourages pupils to want to learn. Teachers and support staff provide very good role models. They have very good knowledge of individual pupils, using this well to provide comprehensive policies and procedures that are appropriate to meet the needs of all.

43. Pupils' progress and personal development are monitored well. There are good procedures to identify individual needs, and the school maintains records of pupils' achievements in most aspects of the curriculum. Procedures for assessing pupils' attainment and progress are satisfactory, though not as successful as those for monitoring their personal development. Assessment records are variable across the school and do not always contain precise information about what pupils do well and what they need to do next. Analysis of national tests in English and mathematics is used to form attainment groups within these subjects in lessons. Through the use of optional national tests, the school compares progress with national standards on a regular basis. In mathematics, national test results have been analysed to identify areas of the subject where teaching and learning could be improved. Samples of four pupil's work in English, mathematics and science are collected at intervals to illustrate the range of attainment within a class.

44. Individual education plans are in place and used well for pupils with special educational needs. The support provided for these pupils is good, and the school works closely with other agencies and support staff where necessary. Pupils are integrated well into classes and, where appropriate, given support in small groups out of the class, which are effectively managed by teaching and support staff. Their progress is monitored well and achievable targets set for improvement.

45. Procedures for monitoring and improving attendance are good. Parents are generally conscientious in notifying the school of absence, and the school follows up any absences where no notification has been received. Punctuality is monitored carefully. The school works closely with the education welfare service when necessary. There are very good procedures in place for child protection and promoting the well being, health and safety of all pupils, with high staff awareness of the issues. The school has close links with other agencies and deals very effectively with any concerns they may have. The school is clean and very well maintained, and health and safety checks are carried out regularly.

46. The school has very good measures to promote and maintain very good behaviour, with a reward system that pupils understand and value. There are clear guidelines for staff. Appropriate procedures are in place for dealing with bullying or racial harassment, and any incidents that arise are taken seriously and dealt with promptly and effectively. Pupils with behavioural difficulties are managed well. The school is particularly successful with pupils who transfer from other schools with a history of behavioural difficulties or who have been involved in bullying.

47. Teachers in the Foundation Stage carry out home visits, and there are good induction arrangements to help the youngest children settle into school quickly. Appropriate transfer arrangements are made with the secondary schools to which pupils go at age eleven, and the school aims to achieve a smooth transition between the different stages of education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school's relationship with parents is very good. From the response to the parent's questionnaire and at the parents' meeting prior to the inspection, it is apparent that parents are very supportive of the school. In particular, they are very supportive of the events organised by the Parent Teacher Association. Each year, significant funds are raised, which are used to enhance the school environment, resources and the educational experiences that pupils receive. Parents comment very favourably on the openness of the school, and they feel welcome and able to approach the teaching staff. The school has implemented effectively a home/school agreement for each key stage. A very good range of opportunities is provided for parents to find out about the work of the school. These comprise open evenings, parents' evenings, workshops, and involvement in early morning activities in classes for the youngest children. There is good attendance at parents' evenings, and parents have opportunities for both formal and informal discussions with the teaching staff.

49. The quality of information for parents is generally good. Parents are kept well informed through regular letters and newsletters about school life. The newsletter includes a slip for parents to return to school with comments, and this provides a valuable form of communication. However, neither the school prospectus nor the governors' annual report to parents provides up-to-date information on pupils' attainment compared with national results. Annual written reports to parents provide clear information on pupils' progress and achievement, with some helpful comments for improvement.

50. Parents of pupils with special educational needs are kept well informed of their child's progress through the annual review meetings, which most parents attend. Individual education plans for pupils with special educational needs provide appropriate targets and are shared with parents.

51. Parents appreciate the opportunities they have to see school productions. Parents help at home with activities that include reading, spellings and mathematics. A good number of parents come into school regularly to help in classes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and clear vision of the headteacher help create a positive ethos. The school fosters good behaviour and relationships, values individual qualities and seeks to present a curriculum based on topics within which many subjects are interrelated. The headteacher has established a strong team, following significant changes in staff over the last two years, and he continues to lead by example in his own teaching. The school's aims and values are clearly expressed in the school prospectus. They indicate a strong sense of purpose, focused on encouraging pupils to develop intellectually, spiritually and socially in a secure, stimulating environment. These aims are reflected in the life and work of the school community, and have a positive effect on the quality of education provided. However, the school is less successful in achieving its aim of high achievement for all pupils.

53. The absence of the deputy headteacher, currently on secondment, has been accommodated well by the school. Two senior members of staff have been appointed temporarily as assistant headteachers. They have clear job descriptions, areas of delegated duties and work very well together. However, the role of subject co-ordinators is not fully

developed. They have undertaken classroom observations of teaching and learning, but this is not planned regularly. Procedures for monitoring teachers' planning are not sufficiently clear for co-ordinators to rigorously assess how well they cater for the differing abilities of individual pupils. Consequently, some planning remains unsatisfactory. This is mainly because the ways in which teachers assess pupils' attainment and progress during lessons are not consistent. Some teachers do not do this well enough, and most do not make enough use of their findings in planning future lessons. Not all co-ordinators have looked closely enough at the standards in their subjects. In particular, the results of the national tests in English and science have not been analysed to establish strengths and weaknesses in the teaching and learning of these subjects. Where this analysis has been carried out, such as in mathematics, there is no clear procedure indicating how this information is to be used to raise standards. Nevertheless, the school has now recognised the need to address this area, and co-ordinators are developing proposals for inclusion in the next school development plan.

54. The two special educational needs co-ordinators manage and maintain the special needs register, and support colleagues and parents well. They hold regular review meetings with parents, the class teacher and learning support assistants. Fortnightly meetings are held to discuss pupils' progress and meet the training needs of learning support assistants.

55. The governing body fulfils its statutory duties effectively, with the single exception of not providing current national figures with which to compare the school's results in the national tests. They have an appropriate committee for performance management, with members currently receiving training. Staff development is promoted through annual performance interviews, which are well supported by opportunities for training. Nominated governors are linked with subjects on the curriculum, and are now taking an active part in classroom monitoring. This is gradually allowing governors to gain a clear understanding of the school's strengths and weaknesses and to make a positive contribution to the shaping of future school developments.

56. The school development plan is compiled by the headteacher, after consultation with staff, and provides an effective management tool and framework for action. The plan covers all aspects for development, and includes costings, time scales, success criteria and opportunities for evaluation. A number of issues taken directly from classroom monitoring appear in the plan, such as writing opportunities, plenary sessions in numeracy lessons and the review of portfolios of work.

57. The school has met targets from the previous inspection satisfactorily overall, with instances of some issues being well addressed. The development and extension of information technology across the curriculum has been well managed, as has the financial planning, making good use of a new administrator. The headteacher has provided effective leadership in creating a more structured approach for monitoring the curriculum within a four-year rolling programme. A team of four, comprising the subject co-ordinator, a class teacher, a classroom assistant and a member of the governing body monitors an agreed element of the curriculum. The information gathered informs a plan for development, which is shared with the governing body.

58. The school provides very good support for its new teachers. They receive the support of an experienced colleague, have their lessons monitored and are given the opportunity to watch others teach. They have non-contact time in order to reflect on their work and continue their own development. The staff handbook provides very useful guidance on

school procedures. However, there is no clear guidance on the school policy for teaching and learning, nor on how assessment is to be used to inform planning. The school has a good relationship with a teacher-training establishment, from which it receives students during their period of training.

59. The school has successfully extended financial planning over a longer time scale, as required in the last inspection report, with the establishment of projections on finance for the next three years. The monitoring and control of the school's finances are good. The governors are provided with accessible financial information so that they have a good oversight of the budget, which is designed to meet educational needs. National grants and money from the local authority have been well utilised to remedy the deficit in the budget last year. Specific grants are used appropriately to meet designated purposes, such as providing support for those pupils with special educational needs. Money has been used recently to purchase ten laptop computers to support the teaching of information and communication technology. The school reviews the cost-effectiveness of its spending decisions and is beginning to apply the principles of best value. There are procedures for ensuring value for money when purchases are made, and the recommendations of the recent auditor's report have been followed.

60. There is a suitable number of adequately trained staff to meet the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The school has recently taken firm action to improve the quality of teaching, and has not only appointed new staff but has chosen to move key staff to particular areas of the school where they might have greatest effect. The accommodation is sufficient, although one or two classrooms are rather small. Resources are satisfactory for all curriculum areas and good for information and communication technology. The school makes good use of information technology in the curriculum and within the administration of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards, particularly by the end of Key Stage 2, and maintain them, the governors, headteacher and staff should:

- Implement a whole-school policy to improve the use of assessment to match learning tasks to individual pupils' needs, and improve marking to show pupils how to improve their work. Ensure all teachers have high expectations of all pupils in Key Stage 2.
(Paragraphs: 8, 14, 22-29, 35, 43, 73, 80, 90, 92, 100.)
- Develop the role of curriculum co-ordinators to enable them to monitor standards effectively and take appropriate action when necessary, and to ensure that curriculum planning identifies the knowledge, skills and understanding to be taught.
(Paragraphs: 34, 53, 82, 93, 101, 123, 137.)
- Reorganise the school day to meet national recommendations and ensure that that curriculum is sufficiently balanced.
(Paragraphs: 32, 34, 101.)
- Minor issues for improvement
 - * The school should ensure that statutory requirements are met for reporting the results of National Curriculum tests in the school prospectus and the governors' annual report to parents.
(Paragraphs: 49, 55.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	14	51	28	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y R- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	81

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	22	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	20	21	21
	Total	42	43	44
Percentage of pupils at NC level 2 or above	School	92 (87)	96 (93)	97 (100)
	National	86 (82)	88 (83)	93 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	20	20	22
	Total	42	43	45
Percentage of pupils at NC level 2 or above	School	93 (93)	95 (100)	100 (100)
	National	(82)	(86)	92 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	13
	Girls	15	12	14
	Total	27	21	27
Percentage of pupils at NC level 4 or above	School	90 (61)	70 (61)	90 (97)
	National	78 (70)	75 (69)	89 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	13	10	14
	Total	21	19	25
Percentage of pupils at NC level 4 or above	School	70 (65)	63 (68)	83 (87)
	National	(68)	(69)	(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	273
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	22.6
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	185

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
	£
Total income	516,493.00
Total expenditure	550,176.00
Expenditure per pupil	1,810.00
Balance brought forward from previous year	18,610.00
Balance carried forward to next year	-15,073.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

298
79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	0	1	1
My child is making good progress in school.	59	33	4	0	4
Behaviour in the school is good.	44	47	3	2	4
My child gets the right amount of work to do at home.	40	46	9	1	4
The teaching is good.	65	30	2	0	3
I am kept well informed about how my child is getting on.	52	42	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	18	5	3	1
The school expects my child to work hard and achieve his or her best.	62	29	6	2	1
The school works closely with parents.	63	30	3	3	1
The school is well led and managed.	66	23	5	4	2
The school is helping my child become mature and responsible.	68	28	1	0	3
The school provides an interesting range of activities outside lessons.	67	25	4	1	3

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

62. At the time of inspection, there were 38 children in the Foundation Stage, with 15 of the younger children attending school in the mornings only. With the addition of support staff and voluntary help, provision for children under-five is good. There is good liaison with the local playgroups and induction procedures are good. The nursery nurse makes a home visit to all children before they attend school. The assessment of children's attainment when they enter school shows considerable variation from year to year, but indicates that the majority of children currently under five are close to the county average. The planned activities enable the early learning goals to be achieved by most children in all areas of learning by the time they enter Key Stage 1, and progress is satisfactory. Children with special educational needs are well supported, attain well according to their abilities and these children make good progress. Overall, the quality of teaching is satisfactory. These findings are similar to the judgements made in the previous report.

Personal, social and emotional development.

63. Children's personal, social and emotional development is satisfactory and they make sound progress. Positive relationships are quickly established between the children, teachers and support staff, and ensure complete trust. Most children are confident and enjoy their work. Less confident children are given much praise and encouragement to improve their self-esteem. Most children enjoy role-play and co-operate with one another well. They take turns and share equipment and materials. For example, when children play in the 'homebase' corner, they share the wallpaper and colour sheet materials amicably. Their behaviour is good. They appreciate the difference between right and wrong, and generally have a sense of fairness. They listen to their teacher well. The quality of teaching in this area is satisfactory.

Communication, language and literacy.

64. Children's language development is good and they make good progress. Children speak about what they are doing clearly and usually with confidence. They usually listen well to stories, to the teachers and other children. They respond well to learning poems and action rhymes. They know that pictures and words have meaning, and associate sounds with words. For example, children were being introduced to the letter 'm', following a published scheme to promote sound and letter awareness. On a worksheet, children traced the letter correctly. Later in the lesson, children helped tell a story where most of the words began with 'm'. Teachers make good use of the literacy sessions to raise children's attainment and progress in speaking, listening, reading and writing. Teachers' subject knowledge is good in this area and they teach phonics competently. The quality of teaching is good in this area of learning.

Mathematical development.

65. Mathematical development is good, and children make good progress. The younger children count to five accurately when, for example, they put five decorations on their biscuits. They understand the concepts of "bigger than" and "smaller than". For example, they make dough pizzas and discuss which are bigger or smaller. Most children know the

names of simple shapes. Older children count to ten. All children enjoy singing number songs. The quality of teaching is good because teachers have a good knowledge of the subject and use good questioning techniques to extend children's understanding.

Knowledge and understanding of the world.

66. Children's knowledge and understanding of the world is satisfactory, and they make sound progress. Children use their developing literacy skills to talk about their observations. For example, they discuss a 'colour' walk when they collect different coloured leaves. In groups, they discuss bigger and smaller leaves and their different colours. Children are aware of the natural world in which they live. They have appropriate computer skills, and use the mouse well when completing work on letter sounds. They handle equipment with care, and most children are good at putting away their work. The quality of teaching is satisfactory because the planning of the lesson is effective and children are managed well.

Physical development.

67. The provision for physical development is sound, and children make satisfactory progress. Outside play equipment is positioned in a securely fenced area alongside the classrooms. There is a weekly plan for outdoor activities, but this is not focused on physical development, does not include large physical activities on a daily basis, and is not clearly linked to the latest guidance. The school has a hall and appropriate equipment for indoor physical activities. However, each class has only one period a week for this activity. Fine motor skills, such as cutting and writing, appear to be weak when children enter the school. Pictures on the wall and children's writing bear out this immaturity in fine motor control. Children attending mornings learn mostly about literacy and mathematics, and do not have enough experience of the other areas of learning recommended for children of this age. The quality of teaching is satisfactory.

Creative development.

68. Creative development is satisfactory, and children make sound progress. Children explore sound, texture and colour, responding to their senses well. Most recognise primary colours. They explore shape in three dimensions by creating models. Children sing together well in general, but many have difficulty in repeating rhythm patterns either on instruments or when clapping. Children are able to express their ideas and feelings through experiences in painting, drawing, model making and collage work. The younger children enjoy painting coloured animals. Older children enjoy drawing leaves, inspired by their 'coloured walk'. The quality of teaching is satisfactory.

69. The quality of teaching overall is satisfactory. Planning is detailed and there are appropriate systems in place to monitor children's progress, including a useful assessment of children when they start school. Teachers and members of the support staff are very conscientious and caring, with the result that children are eager to learn and happy to come to school.

ENGLISH

70. Standards are above average by the end Key Stage 1, with virtually all pupils working at the expected level and many working above it. Standards are close to the national average at the end of Key Stage 2 and, whilst most pupils are working at the nationally expected Level 4, the number working at the higher levels is lower than that found nationally. This represents an improvement in Key Stage 1 since the last inspection and standards in Key Stage 2 have remained at a similar level.

71. Pupils' attainment in the national tests in 2000 for pupils aged seven was well above the national average and the average of similar schools in reading and writing. A high percentage of pupils, over 90 percent, attained the nationally expected Level 2 in both reading and writing. 44 per cent achieved the higher Level 3 in reading and 11 per cent achieved Level 3 in writing. Results in the national tests for pupils aged seven have shown a steady improvement since a low point in 1997.

72. Pupils' attainment in the national tests in 2000 for pupils aged eleven was close to the national average and the average of similar schools. Ninety percent of pupils achieved the nationally expected Level 4, which was well above the national average and the average of similar schools. However, only 17 percent of pupils achieved the higher Level 5, which was well below the national average and the average of similar schools. The trend of pupils' attainment over the last four years has been erratic. Whilst this pattern reflects the differing attainment of year groups when they enter the school, the school has not been able to improve standards in Key Stage 2 to the extent it has done in Key Stage 1. There is no significant difference between the standards achieved by boys and girls.

73. The previous inspection highlighted concern about the success of pupils in the middle ability group. The results in the national tests show that the school has made good progress in addressing this issue. However, the proportion of pupils attaining Level 5 at the end of Key Stage 2 is significantly below the national average and the average of similar schools. Whilst assessments of pupils over a number of years show that most pupils make satisfactory progress in Key Stage 2, there are also significant variations in attainment. The school has reorganised teaching to address this issue, and five of the seven class teachers are new to Key Stage 2 in the school this term. However, there are no established school procedures to even out these anomalies and ensure pupils of all abilities make progress in line with their potential.

74. Standards in speaking and listening are good in both key stages. Good standards of behaviour and regular discussions within the literacy hour help pupils to make good progress throughout the school. Pupils aged seven tell the class their ideas confidently, for instance offering good suggestions in work on direct speech. Teachers work hard in Key Stage 1 to involve all pupils so that everyone answers questions, which are sometimes focused on their different abilities. Pupils in Key Stage 2 become progressively more confident in speaking to a range of audiences. They discuss matters well in pairs, small groups, with the whole class and with inspectors. They speak clearly and make every attempt to answer in sentences, showing a good grasp of grammar and vocabulary. They use correct technical language appropriately in other lessons. This is supported well by teachers who create vocabulary lists for new subjects and topics. For example, a display of words such as vegetation, continents and glacier supports work in a Year 3 class on the natural world. Some pupils speak well in front of a large audience of both pupils and adults in assemblies.

75. Standards in reading are good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. The school teaches reading well, through a mixture of children's fiction and the support of a reading scheme. The collection of fiction books has been colour coded to give pupils an opportunity to exercise choice in a guided way. Pupils in Key Stage 1 sound out words well and develop independence in their reading from an early age. The use of a commercial scheme at this stage supports the improvement in their reading, and pupils read well by the time they are seven. Throughout the school, the help and support of parents is a strong factor in pupils' success in reading. In Key Stage 2, pupils progress to a wider choice of fiction material. This creates interest and motivation and their standards continue to improve, again with good parental support and regular opportunities to read in school time. By the time they reach Year 6, many pupils' reading skills exceed expectations for their age, and the wide variety of books in the library maintains their interest and promotes further improvement. Pupils with special education needs make equally good progress as their reading is closely monitored in line with their own individual education plans. The library and research skills of pupils are good. Most know how to find books in the well-stocked and spacious library. They understand the colour and numbering system and the teaching of library skills is very effective.

76. Standards in writing are good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Pupils in Key Stage 1 have good opportunities to write for a range of purposes. These include writing stories, diaries, descriptive work and letters. Pupils in Year 2 write home-made post cards and write about an imaginary class monkey. They write factually about their visit to the Downland Museum and work in draft form shows a good range of vocabulary in writing about their holidays. There are good links with other subjects, through which pupils' writing is supported. In religious education, they write about an angel, with the higher attaining pupils using such words as "enormous" and "whenever". They write a clear description of an ice investigation, linked to their work in science, while work in design and technology sees them writing a recipe for a pizza. These good opportunities for writing help pupils gain a good use of vocabulary and provide plenty of practice with punctuation, with higher attaining pupils in Year 2 using capital letters and full stops correctly.

77. In Key Stage 2, pupils make steady progress through a good selection of writing opportunities. Pupils make good use of a writing plan that helps them to plan the structure of their stories. They write about characters in the story of the Wizard of Oz, and choose words carefully in writing about a desert disaster to express excitement. Their work includes the play 'Macbeth'. This work is spread over a number of weeks and is taught in some detail, with many useful opportunities for writing about the three witches using similes and metaphors. However, teachers' planning of opportunities for the potentially higher attaining pupils lacks sufficient challenge in the activities set for them. Too often, they carry out the same tasks as other pupils, and are simply expected to write more. As a result, they do not work at a higher level often enough, and consequently do not achieve in line with their potential.

78. Pupils' handwriting develops well through the school. Pupils write with sound control in Key Stage 1, and opportunities to practice handwriting are incorporated in regular work. All pupils in Year 2 write in a legible style and most join their letters. Nearly all pupils write with even spacing between words and correctly formed letters. In Key Stage 2, most pupils write with a neat, joined script and show signs of developing their own style of handwriting. Standards in spelling are variable. Where pupils routinely use dictionaries instead of asking

for help with vocabulary, their spelling improves well. However, this is not the case in all classes, and the use of dictionaries is inconsistent between classes. Similarly, where pupils check their work for mistakes, or draft and re-draft stories, they make better progress.

79. Pupils with special educational needs make good progress in relation to their abilities. They are supported well by extra adults in the class and when receiving additional literacy support.

80. Teaching is good at both key stages. Of the lessons seen in Key Stage 1, half were satisfactory and the other half was good or very good. In Key Stage 2, 57 per cent were good, with 29 per cent satisfactory and 14 per cent (representing one lesson) was unsatisfactory. The management of pupils is consistently very good in the teaching of English. This is due to the good relationships teachers establish in classes, and has a positive effect on the progress pupils make, as little time is lost through inappropriate behaviour. The teaching of basic skills is good, and the school's adoption of the National Literacy Strategy has been effective. Teachers make good use of pupils' work in class displays. This is often produced on a word processor, which provides good links with information and communication technology. However, teachers' use of assessment to help them plan for the various abilities within the class is less successful. Weekly planning sheets have been adopted recently that provide space for teachers to note down aspects of the day's teaching and learning which can be used to inform planning for the next day's work. However, many teachers are not doing this. Consequently, there is little evidence of teachers amending plans so that they build on pupils' learning or lack of progress. This means that potentially higher attaining pupils, particularly in Key Stage 2, are set the same tasks as pupils of average ability, and hence they lack sufficient challenge.

81. The National Literacy Strategy is having a positive effect on pupils' learning generally, but there are some weaker elements. Teachers are not making best use of the 'plenary' review session at the end of lessons. This is often a 'show and tell' interlude, with not enough time spent effectively on assessing how well learning objectives have been met. Opportunities are often missed to dispel misconceptions about the work in hand, allow pupils to reflect on the success of their work and to guide pupils to the next stage of learning. The use of a 'carousel' method in the literacy hour, where a set of four or five tasks is tackled by pupils over the five days of the week, is not successful. It often leads to all ability groups doing the same work but on different days. Although extension activities are provided, pupils rarely have the time to make the most of them, and there is little evidence of the tasks being varied according to the learning needs of pupils.

82. The management of the subject has been successful in maintaining good test results at Key Stage 1 and encouraging a gradual improvement in Key Stage 2. A good portfolio of pupils' work has been produced, there are very good cross-curricular links with literacy, and a good range of writing opportunities for pupils at both key stages. Over the recent past, the school has understandably focused on the work of pupils with average ability, as this was an area for improvement noted in the last inspection report. The school has been very successful in addressing this. However, the co-ordinator does not check planning regularly enough to establish the level of challenge planned for higher attaining pupils. The useful portfolio of pupils' work is not used productively by teachers to consider the type of work that could be given to enable pupils to attain higher standards. Furthermore, National Curriculum test results are not analysed sufficiently well to identify the strengths and weaknesses in teaching and learning.

MATHEMATICS

83. Pupils' attainment is, currently, above average at the end of Key Stage 1 and average at the end of Key Stage 2. This represents an improvement since the last inspection in Key Stage 1. The variation in attainment is due to the differing prior attainment of these year groups. For example, the pupils currently in Year 6 achieved standards below the national average in the national tests at the end of Key Stage 1 in 1997. Progress is, therefore, good in both key stages.

84. Pupils' attainment in the national tests in 2000 at the end of Key Stage 1 were very high, being in the top five percent of schools in the country. The percentage of pupils attaining the nationally expected Level 2 was above the national average and the average of similar schools, and the percentage the higher Level 3 was very high.

85. In Key Stage 2, pupils' attainment in the national tests in 2000 was below the national average and well below the average of similar schools. However, the percentage of pupils attaining the nationally expected Level 4 was close to the national average. The reason for the below average attainment overall was that the percentage of pupils who attained the higher Level 5 was well below the national average. Boys and girls achieve similar results in the tests at the end of both key stages. It is not possible to investigate the link between pupils' attainment last year and current standards of teaching because five of the seven class teachers in Key Stage 2 are new to this age group in the school this term.

86. In Key Stage 1, pupils use addition and subtraction to 20 successfully. Pupils with average or above average ability add and subtract confidently, and show a developing knowledge of fractions. By the end of Key Stage 1, pupils are gradually developing their own strategies for problem solving. They measure length, mass and time accurately using standard units. Pupils have a satisfactory understanding of the properties of basic two and three-dimensional shapes. Most pupils sort objects confidently using a variety of classifications. There is some evidence of the use of computers in the subject, and pupils use their mathematical skills in other subjects of the curriculum, such as design and technology.

87. In Key Stage 2, pupils calculate numbers up to and beyond 1000, including decimals, using all four types of computation accurately and efficiently, both mentally and with pencil and paper. In Year 4, they investigate fractions of numbers. In Year 6, pupils round up numbers to 1,000 and beyond. Pupils use and apply their mathematical skills and knowledge, particularly in problem solving, and in their number work. Pupils also develop their understanding of space, shape, measuring, and data-handling tasks. They make sound progress in mental mathematics, through a range of activities.

88. Provision for pupils with special educational needs is good and these pupils make good progress towards the targets set for them. They cope well with the pace and demands of the introductory mental mathematics session and benefit from very good support on the tasks set for them.

89. The quality of teaching is good in both key stages. All lessons were satisfactory or better, with no unsatisfactory teaching. All teachers have a sound understanding and knowledge of the subject and, as a result, they use questioning effectively to check and extend pupils' understanding. When the teaching is good, tasks set are demanding but achievable, and questions are sufficiently probing to extend pupils' understanding. This was

well exemplified in a Year 5 class, where pupils were investigating the functions of a calculator in computation tasks. In most lessons, the teaching is lively and the lessons are conducted at a good pace. Pupils are well managed and as a result the teaching has a positive impact on their learning. Where teaching was less good, pupils made limited progress as the tasks set did not match their learning needs.

90. Lessons are planned in accordance with the National Numeracy Strategy, and the learning objectives of the lesson are always explained to the pupils. There is a space in the teachers' planning sheets to assess pupils' learning, but not all teachers use this. Pupils' learning is not recorded formally in any other way, and this limits teachers' ability to track pupil's progress effectively. Consequently, potentially higher attaining pupils are not set sufficiently challenging tasks. There are some examples of constructive and informative marking to help pupils improve, but this is not used consistently across the school.

91. Teachers promote good attitudes towards mathematics. They manage pupils well and nearly all pupils listen attentively, sustain concentration and work hard to complete the tasks set for them. All pupils are clearly interested and involved. Teachers provide opportunities for them to work well both on their own, and in pairs and small groups. Their presentation of work, either on a worksheet or in their books, is generally satisfactory.

92. The school uses national tests to assess pupils' development each year. The results of these tests, together with assessments of pupils' work, are then employed in the organisation of class attainment groupings. However, assessment is not used sufficiently to ensure that tasks are matched to individual pupils' learning needs, particularly the potentially higher attaining pupils. Literacy skills are developed in the subject through the use of correct mathematical language, and the prominent display of mathematical terms has a positive effect on pupils' learning.

93. The co-ordinator has promoted staff training to successfully develop the National Numeracy Strategy. She has reviewed staff planning and observed staff teaching mathematics in their classrooms. The co-ordinator has analysed the national test results to identify areas for the development in the subject. However, the role is not sufficiently developed to allow the co-ordinator to monitor planning rigorously enough, so as to establish the link between weaknesses in teaching and pupils' learning identified in the analysis of test results.

SCIENCE

94. Due to timetabling constraints, no lessons were observed in Key Stage 1. Judgements are based on a scrutiny of pupils' work, displays of work around the school, assessment folders, teachers' planning documents, and discussions with pupils and the science co-ordinator. Pupils achieve standards that are above average at the end of both key stages and make good progress. The standards at the end of Key Stage 2 are significantly higher than they were in the national tests in 2000, and return to the high standards attained in 1998 and 1999. This is due to the differing attainment of year groups when they enter the school and also reflects recent changes in the way science is taught to the older pupils. These pupils are taught in ability groups by the headteacher who ensures there is adequate challenge for the potentially higher attaining pupils.

95. At the end of Key Stage 1 in 2000, the National Curriculum teacher assessments showed that pupils' attainment was well above the national average and the average of similar schools for pupils attaining both the nationally expected Level 2 and the higher Level 3.

96. Pupils' attainment in the 2000 national tests at the end of Key Stage 2 was below the national average. The percentage of pupils attaining the nationally expected Level 4 or above was above the national average and the average of similar schools. However, the reason for the low overall attainment was that only 10 per cent of pupils attained the higher Level 5, which was well below the national average and the average of similar schools. There have been many staff changes this term. For example, five of the seven class teachers in Key Stage 2 are new to the school or have changed from one key stage to another. It is not possible, therefore, to investigate the link between the quality of teaching and the disappointing results in 2000. However, almost a quarter of the pupils in the year group who took the tests in 2000 left or joined the school during Key Stage 2. The school's records show that attainment of the pupils that left the school was significantly higher than the attainment of those who joined the school.

97. By the age of seven, all pupils, including those with special educational needs, have a clear knowledge and understanding of scientific processes, and they make good progress. Pupils make careful observations and develop the ability to evaluate scientific evidence. Some pupils make predictions. Most pupils develop very good levels of knowledge and understanding about life and living processes, materials, properties and physical processes. Pupils understand the planning process, and use it well when carrying out an investigation. They know how to carry out a fair test and plan investigations. Most pupils record their results accurately and carefully.

98. In Key Stage 2, pupils investigate whether it is only water that evaporates. They set up a fair test to see if their predictions are true. Their knowledge of scientific vocabulary is impressive. Pupils in Year 6 investigate the absorbency of paper towels. They set up their own experiments and make very careful measurements of the water not absorbed by the towels. They understand the need to record their results accurately. During the plenary session, it is evident how precise their measuring has been because many groups have the same results. Pupils discuss the difference between vapour and evaporation, and between gases, liquid and solids, giving examples of each.

99. As no lessons were seen in Key Stage 1, it is not possible to make a judgement on the quality of teaching. However, the quality of teaching at Key Stage 2 is good overall and sometimes very good. In the best lessons, teachers are clear about the learning objectives of the lesson and what they want pupils to achieve. They encourage pupils' enthusiasm for science work. Consequently, pupils work well and concentrate for long periods, recording their work carefully. By the end of Key Stage 2, they use illustrations and diagrams carefully to illustrate their reports and all pupils are willing to express opinions and contribute to discussions confidently.

100. Most teachers assess pupils throughout the lesson to ensure they understand and develop the concepts being taught. For example, one teacher used very challenging questions to establish whether a test for evaporation was fair, and this engendered a high level of discussion. Most teachers have a secure knowledge and understanding of the subject. However, the planning for many lessons lacks sufficiently challenging tasks for the

potentially higher attaining pupils. There is very little planning of tasks suitable for pupils at different levels of attainment, to ensure that they meet the learning needs of pupils at each level in the class.

101. The co-ordinator has introduced a helpful policy and subject guidelines but there is insufficient clear guidance on the use of assessment to set challenging tasks for all pupils. Work samples are collected and analysed to establish standards for year groups but this does not extend to monitoring the learning of individual pupils. The co-ordinator monitors planning once a term. However, she is not sufficiently involved in the analysis of test results and does not monitor teaching regularly. Science is mostly taught through cross-curricular topics. However, insufficient time is allocated to the teaching of science throughout the year.

ART AND DESIGN

102. Only one lesson was observed during the inspection, together with session in which an art group was supported by a parent. It is, therefore, not possible to make a secure judgement on teaching. However, a large amount of pupils' work from the previous year was available for scrutiny. This work, together with an examination of teachers' planning and a close examination of current work on display, shows that standards in the school meet national expectations at the end of both key stages. This reflects the standards at the previous inspection.

103. Art has a strong presence in the school. This not only exemplifies the standard of work, but also helps create a bright and exciting atmosphere. Art has strong cross-curricular links with many subjects, which serves to support work there as well as in art.

104. In Year 2, work in mathematics is supported by interesting shape paintings, while work in geography on homes and houses is seen, with sound displays of painted houses together with origami houses. In Year 3, music is introduced to stimulate ideas for paintings of volcanoes. Pupils listen to Tchaikovsky's '1812 overture', and are stimulated by its sounds to produce lively pictures. In Year 4, pupils have good opportunities to create portraits of themselves and Tudor characters linked to their studies in history. A good display in Year 5 complements literacy work from World War Two, while in Year 6 some very exciting displays show pupils' work on the story of Macbeth to good effect.

105. Whilst a great deal of work has been completed to a satisfactory standard, little consideration is given to the development of skills, knowledge and understanding. For example, the development of brush skills, the use of pencil and water colours, the skills of different forms of printing, the development of three-dimensional work and work with clay are not carried out systematically. Teachers do not have a guide to show how the work fits in with the overall development of the subject. As a consequence, skills are not developed in an organised and systematic manner. The subject does not provide as much support as it might for pupils' cultural development. Opportunities are provided for pupils to look at the work of such famous artists as Van Gogh, William Morris and Monet. However little evidence exists of pupils having opportunities to look at the work of artists from the wider world.

DESIGN AND TECHNOLOGY

106. The school has maintained the satisfactory standards noted in the previous report. There is insufficient evidence to form a secure judgement about the teaching of design and technology, as it was not possible to observe any lessons during the inspection. However, evidence that standards meet national expectations at the end of both key stages was obtained from the scrutiny of pupils' work and teachers' planning, and discussions with pupils. The indications are that progress, including that made by pupils with special educational needs, is satisfactory.

107. Each term, a design and technology project is completed by all classes. These projects are well planned to ensure that pupils are introduced to a wide range of solid and malleable materials, which include wood, card, plastic, textiles and junk materials. Pupils produce good quality models from these materials. In Key Stage 1, pupils design a nest for a hedgehog, writing out clear instructions on how to make the nest. They draw what they think the finished article will look like, and note the equipment needed to make it. Some pupils suggest improvements to their finished product. In Key Stage 2, pupils design a bag to hold an awkwardly shaped gift. They carry out surveys on whether people prefer decorated or plain bags. Good links are made with other subjects, such as mathematics and information and communication technology.

108. Planning for the subject indicates coverage in a progressive way. The subject is taught in blocks once a term to ensure the progressive acquisition of knowledge, understanding and skills. The time allocation for design and technology is in line with national recommendations. Skills that contribute to design and technology capability, such as cutting and joining materials and cooking, are also practised in other subjects, such as art and history.

HISTORY and GEOGRAPHY

109. Standards in history meet national expectations at the end of both key stages.

110. In geography, it was not possible to observe any lessons in Key Stage 1 and only possible to observe one lesson in Key Stage 2, which was with Year 6 pupils. A scrutiny of pupils' work revealed very little evidence of standards in Key Stage 1, as these lessons had been discussion-based. It is, therefore, not possible to make a secure judgement on standards or teaching in geography in Key Stage 1.

111. Evidence from a scrutiny of pupils' work and talking to pupils shows that standards in geography at the end of Key Stage 2 meet national expectations. The school considers 'the skills involved in history and geography to be similar' and has produced a combined policy for the subjects. Nevertheless, a scrutiny of pupils' work over the last year shows a lack of balance between the subjects, with greater attention given to history.

112. In history, pupils in Key Stage 1 develop an understanding of chronology, and study famous people, such as Grace Darling. Pupils enjoy a visit to Weald and Downland Open Air Museum, which encourages them to consider different sources of evidence. In Key Stage 2, pupils develop a good understanding of historical periods, such as the Tudors and the Romans. They learn about the daily lives of people, including clothing and sanitation. They imagine what their own lives would have been like if they had lived in various periods, and

write a diary of a typical day. Pupils consider important events and inventions that change people's daily lives. For example, they understand the significance of the crop rotation system in the agricultural revolution, and how the inventions of the 'spinning jenny' by James Hargreaves and the spinning frame by Richard Arkwright led to the growth of urban populations in the industrial revolution. Pupils enjoy a 'Roman day' when they dress as Romans and spend the day on pastimes of the period, including games, music and miming plays. Parents provide food cooked according to recipes from the period.

113. In geography, pupils in Key Stage 2 learn about the physical world. They know the major climatic regions and how weather systems form rivers that, in time, change the landscape. They have a good understanding of the causes of earthquakes. Pupils study maps of the world to find holiday destinations, and make a detailed comparison of their own country with India. They become familiar with compass directions when identifying the countries that border India. Topics are organised to include both history and geography. This is effective in topics such as India and work and leisure. However, it is less effective in topics on the Tudors, for example, that do not lend themselves easily to geographical study.

114. As only one lesson was observed in geography, it is not possible to make a secure judgement on teaching in this subject. No lessons were observed in history in Key Stage 1. The quality of teaching in history in Key Stage 2 is satisfactory. No lessons were unsatisfactory and some teaching was good. The best lessons are well prepared and a brisk pace is maintained. The teacher has high expectations of what pupils can achieve and challenging tasks are set for pupils. The pupils respond with interest and enthusiasm. They work hard to complete their tasks, maintaining good concentration.

115. In the one geography lesson observed, the teaching was very good. Pupils researched an aspect of the topic of India, and prepared their information using a laptop computer to share their findings with the whole class. The complex lesson was very well organised, with pupils using ten laptop computers, and they were enthused and worked hard throughout the lesson. In all lessons, teachers maintain good relationships and manage the lesson well, with the result that pupils' behaviour is consistently good.

116. In less successful lessons, the learning intention of the lesson is unclear and expectations of pupils are not high enough. Consequently, pupils sometimes produce little work by the end of the lesson. Teachers do not always use their time efficiently. For example, the teacher in one lesson spent time sharpening pencils for the pupils when this could have been done before the lesson. Teachers do not always mark pupils' work well. Some work seen had not been marked, and there is little evidence of teachers using marking to show pupils how they could improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. It was only possible to observe one lesson in information and communication technology during the inspection. However, from the evidence of a scrutiny of pupils' work and teachers' planning, talking to pupils and working with pupils at a computer, standards meet national expectations at the end of Key Stage 1 and exceed national expectations at the end of Key Stage 2. Pupils use information technology well across the curriculum. This is a significant improvement since the last inspection, when the use of information technology in other subjects was a key area for development.

118. In Key Stage 1, pupils develop their skills well. They are very familiar with the use of the keyboard and the mouse, and they load, save and print their work confidently. Pupils use a word processor well, and change font style and size for effect as well as combining simple pictures with their text. They are becoming skilful in the use of a drawing program. Pupils use CD-ROMs to search for information and print out selected pages. They are beginning to use a suitable data-handling program to collect data, enter it into the database, and print graphs that they interpret accurately. Pupils develop their understanding of control technology through use of programmable toys.

119. In Key Stage 2, pupils increase their capability in using word processors to create multi-media packages, which they project onto a screen when showing their work to the class. Some pupils created a multi-media display on the computer about their life in school for an open evening. They use a digital camera, combine the photographs with text and add sound effects. Pupils create databases on topics such as the 'Euro 2000' football tournament, for which they enter the scores of the matches. Pupils sort and search the database for information and print a variety of graphs, which they interpret well. They use computer equipment to increase their understanding of control technology and to monitor changes in the temperature, which is automatically entered into a database for them to analyse. They make good use of the school's many laptop computers, and know how to search the Internet for specific information, such as endangered species like the black rhinoceros. Pupils use programs skilfully. For example, they change the display to show the whole page when considering the layout of their work. They understand the various methods for finding their files on the computer's hard drive, and they know how to save text in 'rich text format' when transferring work onto a different word processor on another computer. Pupils also make good use of the 'menu bar' and the 'title bar' to carry out operations. All classes have e-mail addresses, and pupils in Years 5 and 6 have started to send e-mails to each other.

120. It is not possible to make a secure judgement about the quality of teaching in the subject. Only one lesson was observed on the direct teaching of information and communication technology, although computer skills were used in a number of other lessons. Teaching was good in the one lesson observed. The teacher used a short period on the timetable well to provide instruction on the use of a drawing program. She demonstrated a secure understanding of information and communication technology, and planned clear learning intentions for the lesson. An activity using the skills she demonstrated was planned for the following days, which made efficient use of the information technology equipment in the class. Her enthusiasm was transmitted to the pupils who responded with delight when they were shown how to draw circles and colour them in on the screen. The skill and enthusiasm that pupils show for the many uses of computers and the wide range of skills they have learned is evidence of effective teaching and the secure knowledge and understanding of the subject that teachers have.

121. A good programme of development has improved teachers' knowledge and understanding of information and communication technology since the last inspection. All teachers have been issued with a laptop computer and an e-mail address. They bring these computers to school at the beginning of the week, and they are available during the school week for use in classes. This is a valuable resource for teachers, allowing them to plan lessons imaginatively to utilise pupils' information technology capability. This was seen in a geography lesson when each pair of pupils worked with a laptop computer to record their findings on a study of India. Their findings were projected onto a screen from the computer

when reporting to the whole class. There is also a good number of 'desktop' computers in each class, and pupils' work shows that these are used frequently to improve the presentation and layout of their work in many other subjects, particularly English, history, geography and religious education. There is evidence that pupils use their information technology capability in other areas of their work. For example, a photograph of a volcano had been 'downloaded' from the Internet at home, and one young pupil had dictated a story to his mother who had entered it onto a computer. The pupil saved the story onto disk and brought it into school where he was able to continue to work on the story.

122. The co-ordinator has recently been appointed to the post. She is enthusiastic but her role is not sufficiently developed for her to gain a clear understanding of strengths and weaknesses in the subject.

MUSIC

123. Only one lesson was seen in Key Stage 1, and there was insufficient evidence of pupils' work to make a secure judgement of standards in this key stage. Pupils' attainment exceeds national expectations at the end of Key Stage 2. This is an improvement on the standards at the time of the previous inspection, when pupils' attainment in music was satisfactory.

124. By the age of seven, pupils sing simple songs, mainly in tune and in time, accompanied by the teacher. Younger pupils use untuned instruments to accompany their singing. They design and make a variety of musical instruments that include some based on violins, drums and cymbals.

125. Older pupils in Key Stage 2 use a wider range of instruments to accompany their singing, and progress is demonstrated in the composing element of the subject. Pupils in Year 3 use a self-selected range of instruments to depict natural disasters very effectively. By Year 6, pupils progress to recording their composition of sounds in a simple form of notation. Pupils develop a repertoire of hymns and songs from around the world, which they sing with enjoyment. At the time of the last inspection, pupils were given not given enough time to make and play music in groups, but this issue has now been satisfactorily addressed.

126. Some pupils attend a lunchtime choir and are taught about correct breathing and posture. They are given the opportunity to sing individually and in small groups, and they do so with confidence. Their singing is of a high standard and they sing songs, such as 'Chattanooga Choo Choo', with great relish. Pupils are given the opportunity to learn the recorder. The standard of attainment for Year 4 pupils who have been learning the instrument for a year is good. Violin, guitar, keyboard, piano and drum lessons are also available for Key Stage 2 pupils.

127. Pupils enjoy singing. They have opportunities to sing in assemblies and lessons as well as in concerts and special occasions, such as local music festivals. They sing tunefully in assemblies and in lessons, and teachers know how to improve the quality of the singing. Teachers use a range of recorded music for the pupils to sing along to. Music is played as pupils enter and leave assemblies. The title and composer is displayed in the hall, but not enough use is made of this experience to develop pupils' listening skills or their knowledge of composers and styles of music.

128. As only one lesson was seen in Key Stage 1, it is not possible to make a secure judgement on the quality of teaching. Teaching in Key Stage 2 is good. This is an improvement since the last inspection. Teachers have a secure knowledge and understanding of the subject and develop pupils' skills effectively. They set challenging tasks to help pupils develop their musical skills. Pupils are very well behaved, and teachers manage them well in this exciting environment. Lessons proceed at a good pace, resources are well organised and used effectively and pupils learn well as a result. Teachers' confidence in the subject has improved due to the enthusiastic and effective support of the co-ordinator.

PHYSICAL EDUCATION

129. Standards meet expectations at the end of Key Stage 1 and exceed expectations at the end of Key Stage 2. Work of a particularly high standard was observed in dance and gymnastics during the inspection. Almost all pupils swim the nationally expected 25 metres by the time they leave the school.

130. In Key Stage 1, pupils explore the skills of movement showing good control and co-ordination. For example, they use controlled movement as instructed by the teacher to create different body shapes, such as smooth and 'spikey'. Pupils respond creatively to music, using it as a stimulus for their movement, and they express themselves imaginatively and well. They use ribbons to enhance their performance, creating short routines in groups to reflect the music appropriately. Pupils are aware of the benefits of physical activity for their health and they observe the performance of other groups carefully, suggesting ways of improving the routine. No outdoor games lessons were observed in Key Stage 1.

131. In Key Stage 2, pupils demonstrate very good control and co-ordination. They have a good understanding of controlled movements, such as curls, twists, bases and wide and narrow shapes, combining these well into sequences. They use apparatus well to link movements both on and off the apparatus into a continuous sequence. Pupils pay attention to the performance of others as well as their own, and they evaluate the performance well, identifying those aspects that work well and those that do not. In a lesson for the oldest pupils, they all held each movement in a sequence for a recognisable moment before moving on to the next element in the sequence, demonstrating a very high level of control. They are very aware of the importance of exercise for health, and they understand and explain the importance of cardiovascular activity. Pupils develop the skills of passing and receiving a ball well, using both feet and hands. They understand the tactics of 'invasion' games well, and develop the ability to move into space to receive a pass without it being intercepted.

132. The quality of teaching observed is good in both key stages, and excellent teaching was observed in Key Stage 2. Teachers have a very good understanding of the physical education curriculum and plan lessons well. All teachers, as well as the pupils, change into appropriate clothing for physical education. They begin and end lessons with warm-up and cool-down sessions. Instructions are clear, and teachers use praise effectively in encouraging pupils to achieve their best. They evaluate pupils' efforts well, and provide good opportunities for pupils to do the same. There is a good pace to lessons and all pupils are actively involved. Resources are carefully organised and used well in lessons. In the example of excellent teaching seen, the teacher carefully prepared charts of elements in a sequence to challenge

pupils to strive for even higher achievement. Pupils respond well to these high expectations, and work very hard in lessons to complete the tasks set to the best of their ability. They behave very well and show consideration for the needs of other pupils.

RELIGIOUS EDUCATION

133. Standards in religious education meet the requirements of the locally Agreed Syllabus at the end of both key stages. Throughout the school, pupils increase their knowledge and understanding of Christianity and other religious faiths.

134. By the end of Key Stage 1, pupils display basic knowledge of some features of Christianity and Judaism. They understand, for example, the importance of belonging to a group, and the ways people are accepted into a faith through birth rites and naming ceremonies. Pupils know that a major element in many faiths is caring for one another and for the environment. The school celebrates the major festivals, such as Christmas, Easter and Divali.

135. By the end of Key Stage 2, pupils relate some of the concepts of different faiths to their own experiences, and go beyond this to discover more about religious beliefs and ideas. They build on their knowledge of Christianity and Judaism by developing a knowledge and understanding of Islam and Hinduism. Pupils also know that each faith has a holy text, such as the Bible and the Torah, and that these contain rules for living. They know that the Torah is the Jewish holy text and that it tells the story of the Jewish people, as does the Old Testament. They apply lessons learnt in religious education to their own lives and the lives of others in their community. In a lesson on Hinduism, pupils in Year 6 discuss the implications of the story of Ramayana. Pupils throughout the key stage consider basic religious concepts and ways in which they have been expressed in sacred books, daily living and rituals.

136. Only one lesson was seen, together with two lessons of circle time. It is not possible, therefore, to make a secure judgement on the quality of teaching in the subject. The teachers observed are confident in teaching the subject and, when possible, they draw on the knowledge of individual pupils. This was well illustrated in a lesson on Hinduism, where lively discussions and activities motivated pupils. In design and technology lessons, pupils make shadow puppets in order to relate the story of Ramayana. This gives the story more impact when the puppets are used in the lesson. Teachers reinforce moral values and recognise pupils' own value as individuals. The good behaviour and attitudes to learning that most pupils display also support learning. Pupils listen attentively to teachers and to each other. They work well together, and most are keen to answer questions and to take part in discussions.

137. The subject is well managed, and the school ensures that it contributes to pupils' spiritual, moral, social and cultural development. Teachers encourage respect and understanding for all faiths and cultures. Assemblies, visits to the local church and a synagogue support the teaching of religious education. There is a developing range of artefacts, used well to support teaching and learning. The Internet is also used to provide simulations of religious buildings that the pupils study. The co-ordinator has had little time to monitor the development of the subject, apart from looking at the planning of other teachers, and assessment procedures are not established.