

INSPECTION REPORT

HILLMORTON PRIMARY SCHOOL

Rugby

LEA area: Warwickshire

Unique reference number: 130887

Headteacher: Mrs Phyllis Collins

Reporting inspector: Mrs EMD Mackie
23482

Dates of inspection: 22 - 25 April 2002

Inspection number: 230213

Full 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 to 11 years
Gender of pupils:	Mixed
School address:	Watts Lane Hillmorton Rugby
Postcode:	CV21 4PE
Telephone number:	01788 544309
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Kevin Young
Date of previous inspection:	2 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23482	Diana Mackie	Registered inspector	Foundation stage English Geography History Physical education Religious education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10329	Brian Sampson	Lay inspector		How high are standards? b) 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?
20142	Malcolm Childs	Team inspector	General subjects	General aspects
31862	Julia Coop	Team inspector	English as an additional language Special educational needs The speech and language Centre Art and design Design and technology Mathematics Music	
27296	Akram Khan OBE	Team inspector	Information and communication technology Science	How good are the curricular and other opportunities offered to pupils? Equal opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hillmorton Primary School is located in the village of Hillmorton, three miles south-east of Rugby. Most children come from the village, where there is both owner-occupied and rented property. There are 218 pupils on roll between the ages of four and 11 years old; 26 are in the reception class. There is a broad range of attainment when children start school but, overall, attainment is below average. Over the last two years, 24 pupils have joined the school other than at the time of first admission and 15 have left. Ten per cent of pupils are eligible for free school meals; this is below the national average. Few pupils are from ethnic minority groups and a few pupils speak English as an additional language. Their home language is Punjabi, and none is in the early stages of learning English. More than a third of pupils are on the school's register of special educational needs for learning, behavioural or physical difficulties. This is well above the national average and includes the designated provision for ten pupils with speech and language difficulties. In all, eleven pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a thriving school which provides a sound education for its children. Standards of attainment have risen recently and pupils achieve well. Behaviour and relationships in the school are good. The quality of teaching is good overall. Teaching and support are of high quality for pupils with speech and language difficulties. The headteacher provides very good leadership and she is ably supported by the conscientious deputy headteacher. The school gives satisfactory value for money.

What the school does well

- Good teaching in Years 1 to 6 ensures that pupils learn at a good rate and achieve well during their time in school.
- Pupils' attitudes and behaviour are good, and this contributes well to their good progress.
- Good provision for pupils with special educational needs, especially those in the Speech and Language Centre, helps pupils to progress well.
- The school has good procedures for ensuring pupils' welfare, including effective methods of assessing and recording their academic progress in Years 1 to 6.
- Provision for pupils' spiritual, moral, social and cultural development is good overall, so that they become increasingly responsible as they grow older.
- The headteacher leads the school very well, and she is ably supported by the deputy headteacher.

What could be improved

- *Standards in literacy and numeracy in the reception class are not high enough.
- *Standards in mathematics and science are below national expectations by the end of Year 2.
- *Standards in information and communication technology (ICT) are below national expectations throughout the school.
- *The role of subject managers is not sufficiently developed so that they are all able to support teachers and raise pupils' attainment.
- Existing good procedures for aspects of school self-evaluation are not drawn together to form a cohesive plan to support school development.

**The school has identified these issues and is already addressing them.*

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The new headteacher has made a significant impact on the improvement of policies and practice in the last year and systems are now in place which give the school the good capacity to improve further. The last inspection in June 1997 identified seven issues which governors and staff should address. The school has made satisfactory progress in overcoming these weaknesses and:

- The curriculum now meets statutory requirements in all subjects. Standards are now satisfactory in geography throughout the school and in history in Years 1 and 2, where they were previously below expectations. Standards in information and communication technology (ICT), though improved, are still not high enough.
- Teaching has improved in Years 1 and 2 and is now good.

- A senior management team has been formed and some monitoring and evaluation of teaching and learning has taken place, but more is needed.
- The role of subject managers has been developed but further development is needed.
- Schemes of work have been prepared for all year groups.
- Good procedures for assessment and record keeping have been established in Years 1 to 6 but they are inconsistent in the Foundation Stage (the reception class).
- Procedures for registration of pupils are now good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	C	C	well above average A above average B average C below average D well below average E
mathematics	E	E	B	B	
science	E	E	D	D	

Current standards for 11-year-olds are in line with national expectations in mathematics and science. They are below national expectations in English because of the high percentage of pupils with special educational needs (41 per cent), but other pupils achieve nationally expected standards. From a below average start, pupils achieve well by the end of Year 6. Pupils with special educational needs make good progress in all classes. There has been an upward trend in test results, and targets set for 2001 were achieved. The school is on course to meet challenging targets for 2002.

Standards for seven-year-olds are now in line with national expectations in English, and below national expectations in mathematics and science. In the 2001 national tests and assessments at the end of Year 2, pupils' results were well below the national average in reading and writing, mathematics and science. The trend has been downward in all three areas of learning over the past five years. Compared with similar schools, Hillmorton's results were also well below average.

Pupils' attainment in ICT is below national expectations throughout the school, but there has been significant recent improvement. In religious education, pupils in Years 2 and 6 achieve in line with the expectations outlined in the Locally Agreed Syllabus. In music, standards are above average in Year 2 and average in Year 6. No judgement is given for standards in physical education for seven-year-olds because none was seen, but standards are satisfactory for 11-year-olds. In art and design, design and technology, geography, and history standards are average throughout the school.

In the reception class, children achieve the early learning goals for the age group in personal and social education, knowledge and understanding of the world, physical development and creative development. Progress in communication, language and literacy and mathematics is too slow, and more able children, in particular, do not do as well as could be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are very enthusiastic about school and are interested in their work. They listen attentively to the teachers and want to do well.
Behaviour, in and out of	Good. Pupils behave well in lessons and around the school. This helps

classrooms	them make good progress and achieve well.
Personal development and relationships	Good. Pupils show a sense of responsibility and show respect for other people. They relate very well to one another and to adults.
Attendance	Satisfactory, and in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 good quality of teaching is a strength of the school. There was no unsatisfactory teaching during the inspection. Teachers use effective teaching methods and manage the pupils very well so that there is a good rate of learning in most lessons. Teachers' planning is good and teaching assistants play a significant role in the teaching of groups and individual pupils. As a result, pupils make good progress and achieve well in Years 1 to 6. In the reception class, past teaching and learning has not always been based sufficiently on assessments of children's needs, but teaching during the inspection was good. The quality of teaching in English, mathematics and science is good in Years 1 to 6. Teaching and learning in other subjects is at least satisfactory, with very good teaching in music. Relationships in lessons are very good and teachers work effectively with pupils of all levels of ability. Pupils from ethnic minorities are integrated effectively in lessons so that they achieve in line with their peers. Teachers ensure that work for pupils with special educational needs is based on their individual education plans. Teaching in the Speech and Language Centre is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Satisfactory in the reception class and good in Years 1 to 6. Interesting visits and visitors add relevance to pupils' learning.
Provision for pupils with special educational needs	Good. Pupils are well supported in lessons and specialist teaching in the Speech and Learning Centre is of high quality.
Provision for pupils with English as an additional language	Good. Pupils benefit from specialist teaching in the reception class and are soon integrated into lessons throughout the school so that they achieve as well as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is good for pupils' moral, social and cultural development, and satisfactory for their spiritual development. The school promotes a simple and well-understood code of behaviour and provides a range of opportunities for pupils to become increasingly responsible.
How well the school cares for its pupils	Well. The school ensures the effective welfare of pupils. Procedures for the assessment of pupils' academic progress are good, but individual targets are not set in English and mathematics.

The school has satisfactory links with parents and provides them with a reasonable range of information on children's progress and what is going on in the school. The quality of information in pupils' annual reports is variable and statutory information in the governors' annual report needs to be updated and shared more fully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall, with very good leadership by the headteacher. The deputy headteacher fulfils his role very well. Subject leaders are keen and increasingly effective but they do not have sufficient opportunities to monitor standards in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors are conscientious. They are now better informed and are taking an increasingly active role in its management. They work well with the headteacher and staff.
The school's evaluation of its performance	Satisfactory. There is a wide range of processes for identifying the school's strengths and weaknesses. However, there is no overall plan for school self-evaluation to bring together these helpful procedures.
The strategic use of resources	Satisfactory. Financial management is sound and funding for specific purposes, such as special educational needs, is used appropriately. Governors ensure that the school gets 'best value' for the money it spends. More attention should be given to the evaluation of spending against the benefits it brings to standards in teaching and learning.

There is a good level of staffing and the accommodation is good. There are insufficient learning resources in some subjects. This hampers opportunities for teaching and learning. There is insufficient outdoor equipment for children in the reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The children behave well and the school is helping them to become mature and responsible. The teaching is good and children are expected to work hard and achieve their best. The children like school and make good progress. Parents feel comfortable about coming into school with questions or a problem. 	<ul style="list-style-type: none"> They want more extra-curricular activities for their children. They do not think that their children get the right amount of homework. They do not think that the school works closely with parents. They are not kept well informed about how their children are getting on.

The inspectors agree with the parents' positive views. The provision of extra-curricular activities is satisfactory for music and sport but there is scope for the development of other interests. Parents are given information about their children's progress at open evenings. The headteacher has an 'open door' policy and parents can arrange longer interviews if necessary. The inspectors feel that this provides reasonable opportunities for parents to learn about how their children are getting on. However, pupils' annual reports do not let parents know what their children could do to improve. The amount of homework is satisfactory overall, but the quality varies from class to class. Homework diaries are not used to best advantage to involve parents in their children's education and forge closer links between school and home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils make good progress overall and, by the end of Year 6, achieve well in English, mathematics and science. Achievement refers to the progress that pupils make over time in relation to their starting point. Pupils' good rate of achievement reflects very good leadership of the school, good teaching, pupils' good attitudes and behaviour and commitment from teachers and support staff. Over the past five years, the trend in the school's performance in national tests has risen in line with the national average.
2. In the 2001 national tests and assessments for pupils in Year 6, the school's performance in English was in line both with the national average for all schools and in comparison with similar schools. In mathematics, results were above the national average for all schools and also in comparison with similar schools. In science, results at the expected level were below average nationally and when compared with similar schools. Girls performed better than boys in English, and boys performed better than girls in mathematics and science. Since 1997, the trend in the school's results has been upward, in line with the national average.
3. In the 2001 national tests and assessments for pupils in Year 2, the school's performance in reading, writing and mathematics was well below the national average for all schools and in comparison with similar schools. In teachers' assessments in science, results at the expected level were well below average nationally. There was a significant number of pupils with special educational needs in the age group. Since 1997, the trend in the school's results in reading and writing has been downward. Against the national trend, boys performed better than girls in reading, writing and mathematics.
4. Children enter the reception class with levels of attainment that are below those expected for their age. Children make sound progress overall, but by the time they move to Year 1, they do not achieve the nationally agreed Early Learning Goals in communication, language and literacy and in mathematical development. In personal, social and emotional development and physical and creative development, they achieve the expected goals, and in knowledge and understanding of the world, they exceed them because of the provision of interesting activities. Teaching of literacy and numeracy is not sufficiently related to activities recommended nationally for the literacy hour and daily mathematics lessons. Classroom support is good and pupils with special educational needs and those who speak English as an additional language benefit from this.
5. Current standards in English by the end of Year 2 are in line with national expectations and pupils achieve well by the end of Year 6, although standards overall are below national expectations because of the high proportion of pupils in this year group with special educational needs. Pupils' good achievement in all classes reflects the school's resolute approach to raising standards through improved teaching and the clear focus on the implementation of the National Literacy Strategy. Standards in speaking and listening, reading and writing are satisfactory by the end of Years 2 and 6. Standards are below expectations in mathematics by the end of Year 2. The National Numeracy Strategy is not yet implemented by teachers with sufficient confidence. By the end of Year 6, pupils achieve well, and their mathematical skills, knowledge and understanding are satisfactory. Pupils increasingly use literacy to support other subjects, but the use of pupils' mathematical skills is not so well developed. In science, where standards are below national expectations by the end of Year 2, younger pupils' progress is hampered by their weak skills in literacy and lack of ability in planning and carrying out experiments independently. By the end of Year 6, pupils achieve well and standards are in line with national expectations, although pupils still have difficulty in analysing information.
6. In ICT, standards are below national expectations by the end of Year 2 and Year 6. Teachers' expertise is variable throughout the school. However, because of improved resources, pupils' achievement is satisfactory in Years 1 and 2 and good in years 3 to 6. Pupils' computer skills are not sufficiently developed to support other subjects. Standards in most other subjects are in line with national expectations, with the exception of music, where they are above average

because of specialist teaching. Attainment in religious education throughout the school meets the expectations of the Locally Agreed Syllabus. Pupils achieve well in most subjects because of the teachers' good planning of interesting work and the pupils' good behaviour, enjoyment of school and attitudes to learning.

7. The school's commitment to inclusion ensures effective progress for all pupils. Teaching assistants play a significant role in promoting pupils' progress. They are well informed, confident and support groups and individuals very effectively. Pupils from ethnic minority groups and those who speak English as an additional language achieve well, based on their earlier learning. Pupils with special educational needs, including those in the Speech and Language Centre, make good progress. They build well on what they already know, do and understand because of the good level of support and strength in the staff's expertise. Pupils on the later stages of assessment of special educational needs receive additional targeted and sensitive support.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes towards school, similar to those at the time of the last inspection. Pupils are very enthusiastic. This was evident during discussion with pupils in Year 4, who said that the teachers are nice; it would be far more boring at home; there were very good class activities; and the food was good! Other children enthused about football at school and said they liked the visits of a local professional club and looked forward to sports days. The pupils show good levels of interest in lessons and maintain their concentration well; for example, in a lesson at the end of a warm afternoon, when pupils in Year 5 made valuable contributions in a lesson on personal and social education. Pupils are proud of their school and treat it with respect. There is no graffiti or results of vandalism and the school is tidy and well kept both inside and out.
9. Pupils' behaviour is good, as it was during the last inspection. There have been no exclusions during the last twelve months. From talking to pupils and observing them, it is clear that they have a good understanding of the repercussions of their actions on others. They play very well together at break-times and no instances of oppressive behaviour were seen. Any underlying current of bullying, which once existed in the school, now appears to have been dealt with. During lessons, pupils help each other and boys and girls work very well together. During a numeracy lesson in Year 1, when pupils were adding the numbers from throws of dice and recording the results, one pupil said softly to her confused neighbour, 'Don't worry, do it like this. I still use my fingers!' Most pupils are very polite; they open doors for adults, ask if visitors need any help and enjoy talking about school.
10. Pupils' personal development is good and relationships are very good. This compares well with the inspection in 1997. Most pupils respect the feelings, values and beliefs of others. They realise that there are similarities and differences in the way people live, culturally and religiously. Pupils recognise acts of kindness, for example when they related the story of the Good Samaritan to their own lives and knew what a 'good neighbour' meant. Very good relationships in the school are reflected in the mutual respect between pupils and staff. It is a happy school. When they are given opportunities to do so, pupils show initiative and responsibility. Older pupils take on the responsibility of becoming prefects very seriously. Prefects act as friends and mentors to pupils who are new to the school. Other pupils are involved in preparing the hall for assemblies, acting as team captains, collecting and returning registers and helping teachers in class. During the inspection, a group of pupils in Year 6 arranged a successful impromptu lunchtime dance session in the playground, and many other pupils joined in.
11. Pupils with special educational needs behave well in lessons and enjoy school. They particularly enjoy working in lessons with the teaching assistants, who help to make tasks accessible to them and ensure that they are fully included in the life of the school. For example, they help more reticent pupils to be noticed and valued for their contributions, by explaining and rephrasing questions so that they can take part in whole-class work. Occasionally, pupils with emotional and behaviour problems find it difficult to cope in lessons. They benefit considerably from caring and relevant support. Their behaviour is monitored closely, and as a result, they are helped with a variety of 'coping strategies', and most show growing confidence and maturity.

12. Attendance is satisfactory. The current rate is in line with national figures and unauthorised absences are low. The majority of pupils arrive at school on time and get to classes on time so that lessons can start promptly. The school has no unexplained, long-term absenteeism.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is good overall. No unsatisfactory teaching was seen during the inspection, and much of it was very good. From lessons, scrutiny of pupils' work, displays and discussions with pupils, it is evident that teaching has improved overall. But teaching in the reception class has not been sufficiently based on the assessment of pupils' needs in literacy and numeracy.
14. The quality of teaching is satisfactory overall in the reception class, with good support from the teaching assistant. Teaching was good during the inspection. In communication, language and literacy and mathematical development, teaching is barely satisfactory because, from written evidence, it does not challenge most children sufficiently in literacy and numeracy. The good teaching of social skills ensures that routines are quickly established and children soon settle into school life. The wide range of activities organised for the development of children's knowledge and understanding of the world and the children's enthusiasm for activities such as planting seeds is testimony to good teaching in this aspect of the curriculum. No teaching of physical education was seen but, from observation of children's confident play in the playground and their secure manipulative skills for writing and painting, it is clear that opportunities and guidance have been satisfactory. Provision for outdoor activities is restricted by the lack of equipment. In creative development, the staff plan and prepare a variety of practical experiences for children to explore a range of materials and take part in imaginative play, for example in the class role-play area. Specialist teaching in music is very good throughout the school. Children in the reception class experience activities of a higher quality than is usually seen for this age group, so that they already respond to simple scores and copy rhythms and sequences of notes on tuned percussion instruments.
15. Teachers in Years 1 to 6 have a good understanding of the strategy for the teaching of literacy, enabling pupils to make good progress and achieve well. Planning for all lessons is good, with clearly defined learning goals which are shared with the pupils. There is strong teaching in the three parts of literacy lessons. Clear, direct teaching is followed by written activities for the pupils and a final whole-class session in which learning is consolidated. The system is working well; teachers have established the routines so that the maximum use is made of time. The strategy for numeracy has not been embedded so well. The teaching of mathematics is good in Years 3 to 6 and satisfactory with some good features in Years 1 and 2. In some classes the first part of lessons lacks pace and the last part does not involve the pupils enough. Teachers set tasks for the central part of lessons with an increased understanding of pupils' needs because of the school's improved procedures for assessment. The school is wisely drawing on expertise from the Local Education Authority to raise teachers' expertise further.
16. The quality of teaching in science is good. Teachers ask probing questions and extend pupils' knowledge and understanding. Pupils make good progress when they are given opportunities to explore independently and take more responsibility for their own learning. When these aspects are missing, learning is too prescribed and not so successful. In ICT, the quality of teaching varies from satisfactory to very good, depending heavily on the teachers' expertise. Teachers with high expertise are able to respond quickly to pupils' queries and take learning forward at a brisk pace.
17. In religious education, art, design and technology, geography, history and physical education, teaching is sound. Pupils learn at a satisfactory rate and achieve well, based on their earlier learning. The emphasis over the past two years on the teaching of literacy and numeracy has proved beneficial to all subjects. Teachers use the three-part plan of explanation, activities and revision to ensure that pupils have opportunities to gain new knowledge, practise new skills and consolidate what they have learnt.
18. The quality of teaching and learning for pupils with special educational needs is good overall, and very good in the Speech and Language Centre. Most teachers have a good understanding of how

to set work to meet the needs of lower attaining pupils and have benefited considerably from the advice and support of the staff of the centre. As a result, basic skills are taught well because teachers use a variety of approaches and resources during lessons. In addition, teaching assistants and staff from the Centre join pupils in the classrooms, both in whole-class lessons and in small groups. Pupils clearly enjoy and benefit from these sessions. Teachers always make sure that pupils are included in question and answer sessions, praise their efforts and value their contributions. As a result, pupils feel valued and part of the school community; they enjoy learning and make similar progress to their peers.

19. Teachers' very good management of the pupils is a significant feature of the good teaching. Pupils behave well, are ready to learn and are usually productive in lessons. Teachers share the purpose of each lesson with pupils and give clear instructions for activities. This helps pupils to understand what they are to do and learn. Teachers use discussions at the end of lessons skilfully to tease out pupils' thoughts and help them to clarify their ideas. The very good relationships in classrooms create an atmosphere in which pupils can ask questions and not fear ridicule. Good support from teaching assistants, who are well deployed in lessons, is a major factor in the improved quality of teaching and learning throughout the school.
20. Teachers' planning of lessons is good and it includes work for pupils of different abilities. This is not always evident in pupils' past work. Similar tasks were set for all pupils, resulting particularly in under-challenging work for the higher-attaining pupils; for example, in history and geography pupils had insufficient opportunities to ask their own questions and set up investigations. Teachers are becoming increasingly skilled in setting targets for pupils, especially in literacy and numeracy. However, these targets are not shared with pupils and their parents in order to stimulate pupils' interest in their own progress and achievement and help them to take responsibility for their own learning. Teachers' marking of work is inconsistent. There are often encouraging remarks on work, but there are insufficient comments which give pupils a clear indication of what they have done well or what they need to improve. Target setting could help with this process.

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

21. The quality and range of learning opportunities provided for children in the reception class are satisfactory. The curriculum is planned to ensure that children undertake activities directed towards developing all aspects of the Early Learning Goals, though the 'stepping stones' are not referred to sufficiently in the planning. Insufficient attention has been given to establishing meaningful links between the Early Learning Goals and National Literacy and Numeracy Strategies to prepare children for the National Curriculum. There are satisfactory opportunities for outside play, but additional equipment is needed for the children to experience more adventurous and robust play. Teachers make good use of school grounds and the locality for walks to enhance teaching and learning throughout the curriculum.
22. The curricular and other opportunities offered to pupils in infant and junior classes are good. The broad, balanced and relevant curriculum includes all the subjects of the National Curriculum and religious education and reflects the school's aims closely. It helps all pupils to develop their confidence and self-esteem and prepares them successfully for the next stage of their education. The school has clear curricular priorities to raise attainment in numeracy and literacy and to develop breadth and depth through experiences which enrich pupils' learning. There is, however, insufficient time allocated for the teaching of mathematics and science. This results in a lack of range and depth which adversely affects standards in these key subjects.
23. Overall standards of curricular planning are satisfactory. The governors have adopted a satisfactory overall curricular statement and teachers keep them well informed of curricular development. Subject managers submit policies and schemes of work, which are approved by the governing body after full discussions. There are useful policies in all subjects and short and long-term planning is good. Most policies are now in need of review in the light of recent developments and to ensure systematic provision for pupils within and across the year groups.

24. Schemes of work for all subjects, which were identified as areas of serious weakness at the time of the last inspection, are constantly being reviewed and updated. Currently the school uses national guidance and schemes of work which are very detailed and well conceived in all subjects. Progress has already been made in English, science and geography where they are beginning to have a positive impact on teaching and pupils' work. The curriculum for religious education conforms to the Locally Agreed Syllabus.
25. There is no current overall policy for pupils' personal, social and health education (PSHE), but this is well in hand. Inspection evidence shows that provision for PSHE is generally satisfactory. Some aspects are taught through 'circle time', when pupils sit in a circle to discuss issues. It is also a feature in assemblies and in subjects such as English, physical education, science and religious education. In Years 1 and 2, topics such as personal safety and health education are taught in short lesson periods. Topic work in all years incorporates a wide variety of moral and social issues. Pupils in Years 3 to 6 discuss issues in relation to conflict, responsibility, citizenship, smoking, health education, sex education and drugs awareness. There is appropriate provision for health education, including healthy eating, within science and design and technology. There is also effective sex education for pupils in Year 6. Recently appointed co-ordinators have audited the existing provision and are well on the way to formulating a policy and scheme of work to strengthen provision. There is an action plan for the subject which outlines systematic development over the next year.
26. Since the last inspection, the school has introduced the National Strategies for Literacy and Numeracy. The strategy for literacy is well established as a result of which satisfactory and effective ways have been developed to encourage consistent approaches to reading, writing, spelling, speaking and listening skills. There is a strong emphasis placed on words and their meanings and the development of literacy skills in other subjects. Provision within mathematics to develop pupils' numeracy skills is satisfactory. There is still, however, the potential to adapt teaching in numeracy to raise standards in mathematics and to provide opportunities to develop pupils' numeracy skills in other subjects of the curriculum. Cross-curricular links, which would provide valuable opportunities for developing literacy, numeracy and ICT skills, are not planned regularly. ICT has not been used enough to enhance the learning of other subjects.
27. The school has a strong commitment to promoting an inclusive education and works hard to ensure equality of access and opportunity for all pupils. Pupils identified as having special educational needs have access to a broad and balanced curriculum throughout the school. When teachers are aware that pupils' levels of literacy or numeracy affect their ability to undertake a task, strategies are employed to ensure that pupils can take a full part in lessons. Modifications to tasks are made by teachers to ensure that work is matched closely to pupils' levels of ability in core subjects. The experienced teachers and teaching assistants work together well to identify ways in which support can be given. This support by teaching assistants makes a valuable contribution to pupils' learning. In Years 3 to 6, some subjects, such as English, mathematics and science, provide extension and enrichment work to challenge and support gifted and talented pupils but more demands could be made of these higher attaining pupils in other subjects. The school tracks the progress and performance of different groups of pupils to ensure their needs are met. The school's Speech and Language Centre provides very good support to nine pupils to enhance their language skills. The specialist teachers, assistants and speech and language therapists make a very positive contribution in supporting staff and pupils throughout the school.
28. The school is developing a good range of links with the local community that make a positive impact upon pupils' learning. The pupils visit local places of interest and people who can make a positive contribution to their academic and personal development are invited into school. All pupils in Years 3 to 6 visit a local car factory to enhance their design and technology skills; staff from the 'Life Education Centre' have visited the school to raise pupils' awareness about healthy eating and drug related issues; and the local police and fire service have raised pupils' understanding of fire hazards and 'stranger-danger'. Pupils benefit a great deal from well-organised visits of educational interest, such as those to local churches and the library, and field trips. Participation in a residential week at an adventure centre by Year 6 pupils enhances their personal development and raises the confidence and self esteem of those involved. The school maintains sound links with partner institutions, including the local secondary school and the pre-school group which has premises in the school grounds. The arrangements, including induction

and supporting documentation, serve to ease the transfer of the pupils to the next stage of their education. Local residents contribute to teaching and learning in history, when they come into school to tell the pupils about life in Hillmorton in past times, especially during the Second World War. Students and staff from the local secondary school visit Hillmorton to lead assemblies and support events.

29. The school provides a satisfactory range of extra-curricular activities which provide opportunities for pupils to practise and extend their enthusiasms and interests. These include clubs for musical and sporting activities, such as recorder playing, football and netball, but there are no opportunities for pupils to extend their interest in art and craft or other subjects. Parents would like more activities and the school is considering consultations with parents and governors to extend the range.
30. The provision for pupils' spiritual development is satisfactory. It is improving as teachers link pupils' learning in religious education to activities in other subjects, such as to art in Year 6. There is a daily act of collective worship, in the hall or in classrooms, which provides time for reflection and prayer as well as providing an effective forum for moral and social education. In their poetry, drawings and paintings, pupils show sensitivity and awareness of the beauty of the world. Provision for pupils' moral education is good. The school has a clear code of conduct which plays an appropriate part in enabling pupils to understand the difference between right and wrong and to develop an awareness of personal responsibility and citizenship. The school's curriculum reflects ethnic diversity so that pupils come to appreciate the values and beliefs of others. Adults set good examples to pupils and establish very good relationships with them. Provision for pupils' social development is good. They play a responsible part in the running of the school, by helping to clear resources away at the end of lessons, taking registers to the office and keeping cloakroom areas and playgrounds tidy and free from litter. Older pupils care for younger ones during playtimes. Pupils support charities and become increasingly thoughtful for the plight of the needy and homeless throughout the world. Pupils enhance and extend their skills in the extra-curricular activities currently provided, and the school recognises the need to consider extending this provision. Provision for cultural development is good. Pupils' experience in subjects such as English, art, music and religious education enable them to appreciate the cultural aspects of society in Britain. Visits to local churches and places of worship in other faiths raise pupils' awareness of the wide range of religions and cultures in contemporary British society. As part of their studies in geography, pupils write to children in a school in Padstow and become increasingly aware of similarities and differences in the way people live and work.

PROVISION FOR PUPILS IN THE SPEECH AND LANGUAGE CENTRE

31. The centre, which is part of the Warwickshire Specific Language Disorders Service, provides places for 10 pupils aged seven to 11 with specific language disorders. The pupils come from Rugby and the surrounding area. Teachers, special education assistants and speech therapists are employed by the service as members of a countywide team of specialists. Hillmorton Primary School is the designated school and the centre is situated in a classroom within the main building. The centre is very much part of the school and provides invaluable advice, support and resources both to the school and to other schools within the area.
32. All pupils who currently attend the centre have statements of special educational needs. They are included in all activities at the school and spend the much of their time in mainstream lessons. The very good provision is flexible and constantly adapting to meet the changing needs of the pupils. Staff, who are experts in the field, are caring, dedicated and sensitive to pupils' difficulties. As a result, pupils benefit considerably, become confident and mature young people, make very good progress and achieve well in relation to their specific language difficulties.
33. Pupils are included in most lessons within the main school, where they receive additional support, and as a result they have access to a rich and varied curriculum. The quality of teaching by centre staff in these lessons and in the centre base is consistently very good. Work is effectively planned and varied approaches are used. This ensures that pupils benefit from participating in all subjects, enjoy lessons and make the best possible progress. In addition, pupils are withdrawn from some literacy and numeracy lessons to participate in work in smaller groups. Pupils with

special educational needs from the main school are also included in these lessons. This approach benefits all pupils. In these sessions pupils' work is closely matched to very specific learning targets. A variety of interesting and relevant resources are used that motivate pupils. Support from all staff is specific and relevant. Pupils are encouraged to work independently and to share ideas with other group members. This clearly benefits pupils who, as a result, have established very good relationships with staff; they are eager to please, work hard in a purposeful calm working environment and make very good progress in lessons.

34. Pupils also benefit from a variety of therapies and communication activities. In these sessions pupils learn to speak with confidence in a variety of situations and develop good social skills. For example, in one such session, pupils were learning to ask questions; clearly motivated, they hardly wanted to stop. The relaxation exercise at the end was particularly beneficial. Pupils learn various relaxation techniques that they can use if they feel tense.. This approach would benefit other pupils in the school who have difficulties coping during some lessons.
35. The centre is very effectively led and managed. Very close links are developed with parents and with other agencies. Administration is clear, manageable and effective, which enables the centre to run very efficiently. Support and advice given to the school is very effective and the centre is constantly developing and widening its expertise in order to benefit all involved. Very close links are established with pupils' future schools to ensure that their transition to secondary education is smooth and effective. The centre is a model of very good practice that is based on a clear vision that all its pupils should be included as fully as possible in the life of the host school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has good procedures for ensuring child protection and the welfare of its pupils. These have improved since the last inspection. There is a named person responsible for child protection issues, and all staff are well aware of their responsibilities in this respect. New teachers receive advice on child protection as part of their induction into the school. The school's policy is detailed and comprehensive and there is very good liaison with the local Department of Social Services.
37. The headteacher, who has had appropriate training, is the named person responsible for health and safety in the school and she is well supported by the school's caretaker. The school has a helpful health and safety policy and detailed, up-to-date, records of risk assessments. Fire-equipment, portable electrical equipment and physical educational equipment are tested regularly. There are records of regular fire evacuation practices, and escape routes from the school are well marked and accessible. Accident routines and routines for administration of medicines are well documented. There are several people in the school who have been trained recently in first-aid. The school makes very good use of outside professional help such as the school nurse and behaviour support services to supplement the expertise of its staff. The local police come in to talk about 'Stranger Danger'. The 'Life Education Centre' van visits the school and its staff talk to the pupils about the dangers of drugs and alcohol.
38. The school has good procedures for monitoring attendance, which have improved since the last inspection, when they were a key issue. Registers are completed on time, both morning and afternoon, by all class teachers. Register sheets are returned to the office where they are scrutinised and information is entered into the computer. The school has a secure routine for recording pupils who are late and contacting parents about absences and lateness. Good use is made of the educational welfare officer.
39. The school's behaviour policy contains realistic rewards and sanctions which pupils and teachers know well. School rules are well displayed as 'points to remember'. Pupils are rewarded for good behaviour with praise, stickers, house points and certificates in assemblies, and these are valued by pupils. There are specific programmes to encourage improvement from pupils with behavioural problems. Sanctions for unacceptable behaviour include missing privileges. Persistent poor behaviour is reported to parents. If necessary, pupils are supported with Individual Education Plans and help from outside agencies. Should bullying occur, then it is discussed with parents and dealt with as quickly as possible. Pupils receive good support from staff at playtimes and

lunchtimes. Pupils are encouraged to report any personal incidents immediately during 'circle time', when pupils discuss social issues, and in assemblies.

40. The school has satisfactory procedures for monitoring and supporting the pupils' personal development. Staff know the pupils well and pupils know who to turn to for help. Personal, social and health education co-ordinators are working very hard to prepare relevant material for education in citizenship for next September. Pupils have individual records of achievement, which are being brought up to date. The 'staggered start' system of settling children into school gradually follows local practice and is found to help children to make very good relationships with staff and develop early confidence. Pupils' induction into secondary education is very sensitively managed.
41. The school has worked hard since the last inspection to improve its assessment, and monitoring of pupils' academic performance and procedures are now good in Years 1 to 6. There are regular tests and assessments in English and mathematics, national tests and optional national curriculum tests in Years 3, 4, and 5. The analysis of test results is thorough and used well to track individual pupil's progress, set individual targets and compare the learning of different groups of pupils. In other subjects, teachers assess pupils against the learning objectives of the lessons and are developing assessments against National Curriculum levels. In the reception class, assessment procedures are insufficiently developed. Assessments are not linked clearly to the 'stepping stones' of the six areas of learning and information does not contain enough detail, especially in literacy and numeracy, to be of value to teachers in Year 1.
42. Teachers' use of detailed assessment data is developing, but is not yet consistent. Individual targets are set but are not yet shared with pupils and parents so that they recognise what is needed to improve. The school is considering ways of improving its systems in order to make them more personal. For example, in Year 6, the school is involving pupils and parents, using information gained from assessments of pupils' attainment. Results will be used to develop an appropriate system.
43. The support and guidance for pupils with special educational needs are good. The support they receive from the dedicated team of teaching assistants is a strength of the school and ensures that all pupils are fully included in all activities. The school has good procedures for early identification of pupils' difficulties, and help and support is implemented quickly and efficiently. This ensures that pupils make good progress. The targets on pupils' Individual Education Plans are specific and relevant. However, they are not yet shared with pupils so that they are aware of what they need to do to improve. The school recognises this shortcoming and is considering alternative approaches.
44. External agencies are used well to benefit pupils with special educational needs. Pupils who are experiencing difficulties in mathematics benefit from more detailed assessments, the results of which will assist teachers in their planning. Older pupils with emotional and behavioural difficulties are supported sensitively, and advice from outside agencies is used well by staff in the school. The school wants to do more to support these more vulnerable pupils. The co-ordinator for special needs is currently consulting agencies to provide further advice and training for staff and is considering providing learning mentors for these pupils. The provision, as specified in pupils' statements of special educational needs, is fully and effectively implemented. The school works very closely with the Speech and Language Centre, which provides invaluable additional support for staff and pupils.
45. Overall, the school is a very caring and safe environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. From the pre-inspection meeting, discussion with parents during the inspection and from views expressed in returned questionnaires, parents believe the school does a sound job. A high proportion of parents believe that their children like school, are making good progress, are expected to work hard and achieve of their best, and are becoming more mature and responsible. They also believe that behaviour in the school is good. Most say that the school is well led, that the teaching is good and they feel comfortable about approaching the school with questions or

problems. Conversely, a significant proportion of parents think that their children do not get the right amount of work to do at home, that they are not kept well informed of how their children are getting on, that the school does not work closely with them and that the school does not provide an interesting range of activities outside lessons.

47. The inspectors agree with the parents' positive views. Inspectors feel that the amount of homework set is satisfactory overall, but variable between classes. Closer links could be made with parents through better use of existing homework diaries. There was little evidence during the inspection to suggest that the school does not work closely with parents in most aspects of school life, but information in pupils' annual reports could be improved. The inspectors agree that the range of extra-curricular activities could be wider, and the headteacher is planning to consult with parents and governors on this.
48. The quality of the information that the school provides for parents is satisfactory. During home visits before children start school, parents receive copies of the school prospectus. The school is dealing with minor omissions in the prospectus and the governors' annual report to parents. All parents were made aware of the current annual report, but it was only distributed to those who requested it. Governors plan to distribute the next report to all parents. Pupils' annual reports cover all the subjects and are easy to read but do not tell parents what their children need to do to improve their performance or set targets for them. There are three parents' evenings a year and these are usually very well attended. The school also arranges curricular evenings which are popular. Although homework diaries are used by all the children, they are not used to full effect for helpful dialogue between school and home. Very informative monthly newsletters are sent to all parents, telling them what is going on in school. Parents welcome the headteacher and other staff's 'open door' policy.
49. The school has a good relationship with parents of pupils with special educational needs. They are kept fully informed of their children's progress and are involved in reviews of individual education plans. Recent changes in the Special Educational Needs Code of Practice have been well explained to parents in a special workshop. The policy has been adapted accordingly, and there are relevant plans to make the policy more accessible to parents.
50. Parents make a satisfactory contribution towards their children's learning. A regular group of parents come into school to listen to readers and help with numeracy. Parents help at school events such as swimming and on school visits. Some parents are employed as teaching assistants. Most parents attend achievement assemblies and school plays and festivals. A high percentage of parents help with homework. They listen to reading and support projects and topics. The impact of parents' involvement on the work of the school is good and a strength of the school. There is a very energetic and well-focused 'Friends of the School' group which raises a considerable amount of money from summer and Christmas fairs, discos, fashion shows and an annual Easter egg rolling competition. The money has helped buy computer equipment, overhead projectors, books, lunchtime equipment and furniture.
51. The quality of the school's links with parents are judged to be satisfactory overall. At the last inspection they were considered excellent. Parental support helps considerably towards the pupils' good achievement and the positive atmosphere in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides very good educational direction and leadership of the school. Since her appointment in January 2001, she has initiated and implemented significant improvements in curricular provision, teaching and learning. The recently formed senior management team is increasingly involved in decision-making and improving standards. The team meets regularly and has a clear agenda for each meeting. Priority issues are discussed and decisions are relayed to all staff.
53. Issues identified in the last inspection have been addressed with increasing rigour over the past year, and they have been dealt with satisfactorily. There have been improvements in teaching and learning, schemes of work are in place, a senior management team has been established and

procedures for the registration of pupils have been improved. Assessment procedures in Years 1 to 6 are now good, but they are unsatisfactory in the reception class, where more careful monitoring of children's progress is needed. Subject managers still do not have sufficient time for monitoring and standards in ICT remain below average. These weaknesses are being dealt with, and governors and staff are aware that the pace of improvement in the school needs to be maintained in order to raise pupils' attainment consistently.

54. The deputy headteacher has been responsible for the rigorous analysis of the school's results in national tests and assessments. He has presented the results to the staff and governors so that all are aware of the school's strengths and weaknesses. This information has been used effectively to inform the school improvement plan. The process has been successful in raising standards and the quality of teaching and learning in English and is beginning to impact on the teaching and learning in other subjects, particularly mathematics, science and ICT. Targets for English and mathematics, set with the local education authority, were achieved in 2001.
55. The school does not capitalise sufficiently on the expertise of subject managers. During the introduction and implementation of the literacy hour, the manager for English has monitored teaching and learning in the classrooms and this has had a significant impact on standards, teaching and learning in the subject, especially in Years 1 and 2. The manager for mathematics has also monitored lessons and this has impacted well in Years 3 to 6 and is beginning to improve standards in Years 1 and 2. Opportunities for teachers to share good practice, overcome weaknesses and improve the consistency of provision for pupils are missed in other subjects because subject managers do not have time allotted for such monitoring. The school's emphasis has appropriately been on literacy and numeracy, and the leadership recognises the need to extend the practice further.
56. There is a good number of experienced and suitably qualified staff to teach the full range of the National Curriculum, religious education and the Foundation Stage. The employment of more teaching assistants during the past year is proving successful. They play a significant role in lessons, particularly in supporting lower-attaining pupils. The headteacher has ensured that they have appropriate professional training and that their work is monitored regularly. Their role is clear and they are deployed well to support pupils who need help in the introductory part of lessons. They teach and support pupils during group activities and record assessments of how pupils have performed. The training needs of staff are identified on the school improvement plan so that they are closely linked with priorities in school development.
57. The school's co-ordinator for special educational needs works closely with the teacher in the Speech and Language Centre and has ensured that the new Code of Practice is followed correctly. The management of provision for special educational needs is effective and helps ensure that pupils make good progress based on their earlier learning. The school benefits from the expertise of staff in the Speech and Language Centre, who advise staff throughout the school on the teaching of lower-attaining pupils and those with special educational needs. Relevant advice and guidance is sought and used effectively to ensure that the school's provision is constantly being reviewed and developed. Funds are used wisely to provide additional special needs support in class, but the school's co-ordinator for special educational needs has very little allotted time to monitor and support staff and pupils in a practical way. This issue is currently being reviewed by the school. The governor for special educational needs fulfils her role well and has a clear understanding of the school's provision, through close liaison with the school's co-ordinator. Both are dedicated and committed to developing the school's approach to meeting the requirements of the revised Code of Practice, and relevant plans are well in hand.
58. The governing body fulfils its statutory responsibilities satisfactorily. There is an efficient system of committees which deals regularly with policies and current issues. Omissions in the annual report to parents and the school prospectus are being dealt with, and the report is to be distributed to all parents and carers. Procedures for the performance management of teachers are in place, all staff have job descriptions and reviews of teachers' performance are held regularly. Governors' involvement in the creation of the school improvement plan has developed well because the headteacher provides them with helpful information to inform their decisions. There are effective pockets of good practice in the management of the school, such as analysis of test data, monitoring of teaching and learning, forming subject action plans, decision-making by

the senior management team and evaluation by governors' committees. However, these are not brought together in a cohesive process of school self-evaluation which could inform whole-school improvement and longer-term strategic planning.

59. The school works well towards achieving its recently revised aims, but these are not yet fully realised in involving parents as well as they could be in their children's education; for example, in sharing pupils' targets with parents and communicating regularly with parents through homework diaries.
60. Educational priorities are supported through sound financial planning, and the balance carried forward is to maintain staffing levels in order to support pupils' learning. Funds for specific purposes, such as staff training and provision for pupils with special educational needs, have been used appropriately. Targeted capital funding for improvements in accommodation has provided enhanced conditions for pupils' learning, including the improved classroom for the Speech and Language Centre and the computer area. Governors consider value for money and best value when making spending decisions. Increasingly, they are considering the effectiveness of their spending, for example on extra teaching assistants and 'booster' classes to raise the attainment of pupils in Year 6. Most resources are used productively, but the suite of computers is not used efficiently. It is unused for significant periods of time. The time allotted for mathematics and science is low in comparison with most schools, and is insufficient to support pupils' better progress in these subjects.
61. The school has satisfactory teaching and learning resources for most subjects. However, there are deficiencies in a significant number of areas. There are insufficient resources in science and design and technology and this inhibits the teaching of some aspects of the subjects. In history, there are not enough artefacts and books for class teaching to further develop pupils' skills of historical enquiry and enable older pupils to study texts together. In ICT, although resources are broadly satisfactory, the school needs more software and ancillary equipment to support learning across the curriculum, especially in science. There is very little outdoor equipment for children in the reception class to experience adventurous and imaginative activities, develop their abilities to control wheeled vehicles or to climb. The library is well stocked and books are exchanged annually by the library service. Additional books are also purchased using school funds.
62. The school makes good use of its accommodation to ensure that a full curriculum is well taught. The spacious and well-lit hall is efficiently used for assemblies, lunches, music and physical education lessons, plays and other events. Classrooms accommodate pupils well, are light and attractively decorated and very adequately maintained. The school has a very clean and well-adapted kitchen. The library, although small, is very welcoming and well utilised. The school has very well maintained grounds including a very pleasant and useful playing field, a wooded, nature area which is used for art and science studies and large, safe playgrounds. The school grounds are used well for play, games and fieldwork studies. The pupils have grown an attractive tunnel from willow branches. During the inspection, pupils from Year 6 were working on the tunnel by pushing, pulling and intertwining branches to form the tunnel shape, which is used by the pupils for shade and also as a place to play and have fun.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The school governors, in conjunction with the headteacher and staff should take the following actions to further raise standards in the school. They have already identified and are dealing with the issues marked with an asterisk.

(1) *Improve standards in literacy and numeracy in the reception class by:

- Establishing a clear process of regular assessment of pupils' progress, clearly linked to the 'stepping stones' of learning outlined in the recommended curriculum for the Foundation Stage (children in nursery and reception classes).
- Regular and well-focused monitoring of teaching and learning, with helpful feedback to staff.

(Paragraphs 4, 14, 41, 53, 64, 66, 67)

(2) *Improve standards in English, mathematics and science by the end of Year 2 and raising pupils' attainment in these subjects throughout the school by:

- Extending the programme of rigorous monitoring of teaching and learning.
- Setting targets for improvement for all pupils in English and mathematics which are shared with the pupils and their parents and monitored regularly.
- Reviewing time allocation for the teaching of mathematics and science.
- Ensuring that there is professional development to enhance teaching skills in mathematics and science.

(Paragraphs 3, 5, 15, 22, 43, 48, 59, 72, 77-78, 84-88, 92-79, 100)

(3) *Improve standards in ICT by:

- Consolidating and extending teachers' skills in using the suite of computers.
- Providing opportunities for the subject manager to monitor teaching and learning
- Enhancing Internet facilities and extending the control and modelling aspects of ICT.
- Providing more opportunities for pupils to consolidate their skills in ICT.

- Using computers more regularly in all subjects.
(Paragraphs 6, 16, 26, 53, 60, 91, 99, 111, 116-117, 125-126, 131-133)
- (4) *Develop the role of subject managers in raising standards by providing opportunities for them to:
- Extend current good practice in classroom monitoring to all subjects.
 - (Paragraph 55, 92, 100, 106, 111, 117, 124, 144)
 - Ensure that teachers' marking of pupils' work is consistent and helpful.
 - (Paragraphs 79, 79, 116)
 - Review and update resources in their subjects in consultation with the headteacher.
(Paragraphs 61, 69, 100, 106, 108, 111, 124, 133)
- (5) Draw together existing elements of good practice in evaluating the school's strengths and weaknesses to:
- Establish a clear system of whole-school self-evaluation which will inform the school improvement plan and strengthen longer-term strategic planning.
(Paragraph 58)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

In addition to the issues above, the following should be considered for inclusion in the action plan:

- Consultation with parents and governors on the provision of a greater range of extra-curricular activities.
(Paragraphs 29, 47)
- The consistent provision of homework, with more effective use of homework diaries so that the school can work more closely with parents.
(Paragraphs 46-48, 80, 81)
- The updating of the school prospectus and the governors' annual report, to include all required information.
(Paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

56

Number of discussions with staff, governors, other adults and pupils

54

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	26	10	0	0	0
Percentage	2	34	46	18	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage point[s].

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		218
Number of full-time pupils known to be eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		77

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	12	12	13
	Total	29	29	32
Percentage of pupils at NC level 2 or above	School	78 (75)	78 (82)	86 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	11	11	8
	Total	28	29	26
Percentage of pupils at NC level 2 or above	School	76 (71)	78 (82)	70 (86)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	17	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	14	13	15
	Total	30	31	34
Percentage of pupils at NC level 4 or above	School	77 (81)	79 (69)	87 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	12	11	14
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	69 (63)	67 (59)	77 (81)
	National	72 (70)	74 (72)	82 (79)

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	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	24.2
Average class size	27.3

Education support staff: YR – Y7

Total number of education support staff	11
Total aggregate hours worked per week	202

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000-01
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	£
Total income	430,155
Total expenditure	330,703
Expenditure per pupil	1,517
Balance brought forward from previous year	22,736
Balance carried forward to next year	122,188

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	51	7	3	0
My child is making good progress in school.	34	58	8	0	0
Behaviour in the school is good.	26	70	3	0	1
My child gets the right amount of work to do at home.	22	51	22	5	0
The teaching is good.	38	55	5	0	2
I am kept well informed about how my child is getting on.	30	48	22	0	0
I would feel comfortable about approaching the school with questions or a problem.	49	41	7	3	0
The school expects my child to work hard and achieve his or her best.	55	38	3	1	3
The school works closely with parents.	29	41	20	7	3
The school is well led and managed.	34	49	8	3	6
The school is helping my child become mature and responsible.	37	57	1	0	5
The school provides an interesting range of activities outside lessons.	15	29	33	15	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. There is a wide range of attainment when children start school but, overall, standards are below those usually found. Children make sound progress and achieve satisfactorily overall, but standards in communication, language and literacy and mathematics remain below average when the children move to Year 1 because of the delayed introduction of the early stages of the National Strategies for Literacy and Numeracy. Progress is better in personal and social development, knowledge and understanding of the world and physical and creative development, where most children achieve the Early Learning Goals by the end of the reception class, and sometimes exceed them. There have been frequent changes of teacher because of staff illness, and a supply teacher taught the class during the inspection. The teaching assistant plays an important and consistently effective teaching role as she works with groups of children. Although the curriculum for the Foundation Stage is in place, planning of day-to-day activities to meet the needs of all pupils does not follow the recommended 'stepping stones' closely enough. Good support for pupils with special educational needs and those who speak English as an additional language ensures their good progress overall, but tasks set for them in literacy and numeracy are often no different from those set for other children. Assessments, which would ensure that work builds systematically on what children already know and can do, are not carried out consistently.

Personal, social and emotional development

65. Most children achieve well and reach the Early Learning Goals. They settle into school well and form good relationships with other children and staff. They develop self-confidence and work and play co-operatively, reflecting an overall sound standard of teaching. During the inspection, teaching was good. In class sessions, children contribute sensibly to discussions and take turns fairly, as when the teacher asked children to come one-by-one to 'buy' currant buns from the baker's shop in a mathematics lesson. The children are thoughtful and understand the consequences of their actions on others. They move about the school with confidence, and join happily in whole-school activities such as playtimes and assemblies. Good teaching during the inspection helped the children to make good progress in their personal, social and emotional development. For example, children offered to say simple prayers about sharing and being kind during a class assembly, and did so as the other children listened reverently. Children who speak English as an additional language join in activities and integrate well into the class. Children play happily together and share equipment fairly.

Communication, language and literacy

66. Most children achieve well in speaking and listening but do not reach the Early Learning goals because of the unsatisfactory teaching of reading and writing. By the time they join Year 1, children's speaking and listening skills are satisfactory. They gradually gain skills which will enable them to express themselves orally and interact with one another and with adults more effectively. Teaching of knowledge and understanding contributes well to the development of pupils' speech, as children acquire appropriate vocabulary in activities such as planting seeds and listening to visitors such as members of the police and fire services. Children enjoy stories and like to sit and look at books. However, standards in reading are not high enough because the teaching of reading has not been sufficiently rigorous. As a result, average and higher-attaining children do not achieve as well as they could. The early stages of the National Literacy Strategy are not introduced soon enough and this inhibits children's progress. Brighter children do not have the skills to build simple words from letter sounds securely nor to read simple texts, as is usual for such children by the time they join Year 1. The staff provide a range of opportunities for children to practise writing, and children can write their first names legibly, but the quality of work from average and higher attaining children is not good enough. The teaching assistant works well with the children, supporting lower-attaining children and those with special educational needs well. Teaching during the inspection was good, but teaching over time has not been consistent and children have not achieved well enough. Assessments are not used well enough to set challenging work for all children.

Mathematical development

67. Children do not achieve well enough and most do not reach the Early Learning Goals. Standards, which are below average for a significant number of children when they start school, are still not high enough by the time children join Year 1. Average and higher-attaining children could do better, but the curriculum for the Foundation Stage has not been dovetailed sufficiently well with the National Curriculum to enable brighter children to forge ahead. Children have many opportunities for counting, sorting and ordering objects, and they gain understanding of measurement as they fill receptacles with sand and pour water into a range of vessels. Average and higher-attaining pupils write numerals recognisably. However, the structure of the National Numeracy Strategy is not introduced effectively so that children learn to respond in simple sessions of mental arithmetic or complete tasks within a given time. Teaching during the inspection was satisfactory, but in a session when children were considering the idea of 'heavier' and 'lighter', most children did not have sufficient grasp of the idea of balancing objects. Teaching has not taken sufficient account of children's different abilities. Past work in children's books shows that similar work was set for all groups and was often too easy for more able children. Work on paper is often not dated and it is difficult to follow children's progress. Assessments are inconsistent and are not used sufficiently to inform the teachers' planning.

Knowledge and understanding of the world

68. Most children achieve well and reach the Early Learning Goals by the time they move to Year 1. Higher-attaining children exceed the expected goals. Children have a good knowledge of the world around them and can talk knowledgeably about scientific processes, such as what seeds need in order to grow. In a very good session with the teaching assistant, children planted seeds and talked about vegetables. As they explore their own childhood, children develop an early understanding of human growth. Their scientific knowledge increases as they create lively pictures to support their learning, for example when they learn that caterpillars grow into butterflies. Teaching is good in this aspect of learning. Pupils benefit from walks in the village so that early geographical skills develop well. As they play in the shop in the classroom, children show understanding of roles in the adult world and recognise that parents have jobs and have to plan meals and look after their families. Higher-attaining children know that a globe shows the world and that the blue parts represent the sea. Children gain experience of how things can be joined and constructed as they make models satisfactorily and build with construction kits. Staff ensure that simple computer programs are always set up for children to experiment with matching pictures, numbers and letters, moving images around the screen by clicking and dragging, and learning to use the tools in a simple drawing package.

Physical development

69. Most children achieve well and most reach the Early Learning Goals by the end of the reception class. They move with confidence and handle small equipment such as paintbrushes and pencils with satisfactory levels of control. In the playground, they run about and play confidently with older pupils. The lack of outdoor play equipment inhibits opportunities for them to develop control of wheeled toys or to climb and crawl and play imaginative games. However, they have regular physical education lessons which include opportunities for dance, gymnastics and work on apparatus. No specific judgement can be given on teaching because no lessons were seen. Manipulative skills develop satisfactorily as children build with bricks and construction kits. No assessments of children's progress were seen which could identify those who may need help with aspects of physical development, such as support for writing when children cannot hold pencils correctly.

Creative development

70. Children achieve well and reach the Early Learning Goals by the end of the reception class. Pupils have a fair range of opportunities to express their ideas and feelings through imaginative role-play. Activities are prepared well so that they stimulate children's interest. Children play in the shop and the home corner and contribute effectively to more formal sessions of drama, for example when the teacher got children to take on roles during a story in the class assembly. Teaching overall is satisfactory. Specialist teaching of music is very good and children achieve

very well. Children gain early experience in exploring pitch as they play chime bars, and respond to high and low notes on a simple graphic score. They sing number rhymes tunefully and rhythmically. Children create pictures with a satisfactory variety of techniques and materials, including paint, crayon and collage. Staff ensure that children have opportunities to express their thoughts by painting from ideas of their own and by recording learning experiences, for example, when they painted butterflies. Paintings are bold and bright.

ENGLISH

71. Standards by the end of Year 2 are now similar to those found at the last inspection. They are lower by the end of Year 6 than found at the last inspection because of the high proportion of pupils (41%) with special educational needs in this class.
72. In the 2001 National Curriculum tests for pupils in Year 6, the school's results were average when compared with all schools nationally and with schools with similar intakes. The school reached the target set with the local education authority. Girls achieved slightly better than boys. The school's results in tests for pupils in Year 2 in 2001 indicated that pupils' attainment in reading and writing was well below the national average and well below the average for similar schools. Contrary to the national trend, the performance of boys was better than that of girls.
73. The school has worked hard, particularly with 'booster' support in Year 6, to improve standards. Robust analysis of results in national tests is used effectively to identify areas of weakness which are addressed conscientiously by teachers. During Years 3 to 6, pupils from other schools join the Speech and Language Centre, and are included in class lessons, so measurement of progress for the whole class from Year 2 to Year 6 is unreliable. However, the school's well-organised tracking system shows that pupils who have been at the school since the reception class have made good progress and achieved well. Inspection findings concur with test results for eleven-year-olds. Because of the intense focus on raising the quality of teaching and learning in literacy, standards for seven-year-olds have improved so that they are now average in reading and writing, despite the proportion of pupils with special educational needs. The school's successful implementation of the National Literacy Strategy has led to a broadening of pupils' reading experiences since the last inspection. In writing, pupils' skills in word processing have improved. During the inspection, no significant differences were noted between the performance of girls and boys.
74. By the end of Year 2 and Year 6, pupils achieve average standards in speaking and listening. Teachers ensure full concentration at the start of lessons so that pupils listen well, make good gains in learning and know what to do. Pupils listen to each other considerately and realise they can learn from one another; for example, pupils in Year 2 discussed what they had seen during a visit to two local churches. Good teaching helps pupils to develop an increasing vocabulary to express their ideas in all subjects. Good records are kept of pupils' performance in drama, particularly in Year 5. In science, the teacher in Year 4 asked probing questions and expected pupils to respond, using appropriate scientific vocabulary about bones. The good relationships and sense of trust which exist in the school help pupils to be open in expressing their views, as in a lesson in Year 6, when pupils discussed their feelings. Good relationships and effective support also help pupils who speak English as an additional language to make good progress and achieve as well as their peers. Pupils speak openly and helpfully to visitors. Speaking and listening skills develop well in reading sessions because teachers use interesting books and question pupils skilfully. Pupils have opportunities to speak to a wider audience when they perform in school concerts or read in assemblies.
75. In the infant classes, the skilled teaching of letter sounds and patterns enables nearly all pupils to read simple texts by the time they are seven. Pupils use their word-building skills, look for context clues and look carefully at illustrations to help them to decipher new words. Well-organised lessons help pupils to achieve well in their reading. As pupils read enlarged texts together during the literacy hour, they take a lively interest in the characters and use illustrations to help with their understanding of the story. In a very good lesson in Year 2, pupils evaluated books by the same author and considered the themes of the stories, the points of view from which the stories were written and the similarities and differences. The teacher encouraged discussion

of high quality, which led to very good levels of learning. Pupils are encouraged to think of themselves as authors and they read their own writing to the class at the end of lessons. Higher-attaining pupils use books confidently to find information. Teachers stimulate pupils' attention with attractive and informative displays so that there is a consistent 'reading atmosphere' in which pupils learn effectively from signs, labels and worksheets. Pupils use their reading effectively to support other subjects such as geography and history, and to read instructions and other text on computer.

76. In the junior classes, most pupils develop an effective variety of strategies to find the meaning in texts. They break down words into syllables and higher and average attaining pupils pick up small clues to discover fuller meanings. Most pupils recount the significant ideas, events and characters in stories. In the literacy hour, pupils read together from enlarged print. This benefits less able readers by encouraging pace and expression. The study of vocabulary and sentence structure in texts gives valuable practice to enhance reading comprehension and enrich writing activities. Reading skills are developed effectively in other subjects; for example, when pupils study texts in history. Pupils use the school library effectively for research and teachers increasingly include opportunities for pupils to track down information from the Internet and CD-ROMs.
77. By the end of Year 2, pupils form letters carefully, write on the lines and space words out appropriately, but few pupils join up their writing. In the literacy hour, pupils develop a sound understanding of early sentence structure and explore the use of words. In a very good lesson in Year 1, the teacher encouraged pupils to think of alternative words for 'shimmer'. Average and higher-attaining pupils suggested 'glow', 'shiny' and 'sparkle'. Pupils write in sentences with capital letters and full stops and higher-attaining pupils use quotation marks. Most pupils include question marks and exclamation marks to bring life to their writing, and higher-attaining pupils add features to create dramatic effects. For example, a pupil wrote, 'From the cave they saw a WIZARD!' Another pupil wrote about a character who 'jumped out of bed, flew through the window and bumped into aDINOSAUR!' Pupils write for a wide range of purposes, including reports, letters, poems and instructions.
78. By the end of Year 6, pupils use a widening vocabulary to create a sense of narrative, pace and atmosphere in their stories. In the literacy hour, regular practice in the conventions of writing in English helps pupils to punctuate and construct more interesting and different types of sentences. Pupils do not always remember to use their skills of planning and drafting when confronted with new work, for example when pupils in Year 5 explored texts from other cultures. Pupils organise imaginative stories and poems effectively, using paragraphs, speech, description and narrative to achieve particular effects. In Year 6, higher-attaining pupils produce well-written work, with exciting vocabulary and interesting use of punctuation, but there is little evidence of pupils editing their own work. Spelling is satisfactory overall. Pupils with special educational needs benefit from support from teaching assistants and staff from the Speech and Language Centre. The specialist staff share their skills well with class teachers so that support for lower-attaining pupils is good, and often very good.
79. Most pupils take care with the presentation of their work, and work at a good rate during lessons. Pupils' attitudes and behaviour are good. The structure and routines of the literacy hour help pupils to know that tasks have to be completed in a given time. This creates a sense of purpose, and most pupils respond well. Teachers mark pupils' work regularly, but there is little evidence of comments being followed up so that mistakes or misunderstandings are put right as soon as possible. Most pupils are keen to contribute to discussions as they explore texts together. This reflects the teachers' good choice of interesting books and topics. Nearly all pupils find increasing personal satisfaction in reading as they grow older.
80. The quality of teaching and learning is good overall, with some very good teaching in both the infants and juniors. This is an improvement since the last inspection, when teaching was satisfactory in the infants. Very good lessons were characterised by high levels of interaction between teachers and pupils so that learning was carried forward at a stimulating pace. Teachers generally have high expectations of what pupils can achieve in lessons. In a lesson in Year 1, higher-attaining pupils produced a good amount of very good work in the limited time allowed. Teachers make good use of national guidance for the literacy hour and teachers' lesson plans are

good. Very good teaching, with high expectations, brisk pace and enthusiastic reading enabled pupils in Years 4 and 5 to extend their writing skills and organise their ideas effectively. Teachers engage well with pupils, listen to them, question them and help them to build systematically on earlier learning. Most lessons move at a brisk pace and teachers expect pupils to maintain high levels of concentration and to complete the set work. Teachers make good use of resources. Teaching assistants are appropriately deployed to check on how well pupils contribute to discussions and to ensure that pupils understand the tasks set and are successful in completing them. Homework is not set consistently and diaries are not used regularly to involve parents in their children's learning at home.

81. Leadership and management of the subject are very good and the subject leader has guided and supported his colleagues very well. He has monitored teaching and learning and helped to share good practice. Assessment procedures have been drawn together so that there is a clear pattern which is beginning to help the school track individual progress; set targets are increasingly shared with each pupil. This enables teachers to make more accurate assessments of what pupils can do. Resources have been enhanced and organised well so that books and teaching aids are readily accessible to staff and pupils. Literature for other subjects, such as history, is sometimes limited, but pupils use CD-ROMs and the Internet to acquire information. Governors are well informed of current issues concerning literacy. They have supported the school well during the implementation of the literacy hour and are firmly committed to continued improvement. In order to develop the subject further, the school should
- teach pupils to join their writing from an earlier age
 - encourage pupils to use their planning and drafting skills more regularly
 - encourage pupils to edit their own and other pupils' work, especially in Years 3 to 6
 - set homework more consistently and enhance the use of homework diaries
 - ensure that teachers' marking is consistent and helpful for pupils

MATHEMATICS

82. At the time of the last inspection, standards were in line with national expectations at the end of Year 2 and Year 6. Since then, standards have fluctuated.
83. At the end of Year 6, results in the 2001 national tests improved significantly on the school's performance in 2000 and were well above national expectations. This year group contained few pupils with special educational needs and teaching was challenging. In contrast almost a half of the current Year 6 have special educational needs and, despite high expectations and consistently good quality teaching, the findings of the inspection indicate that current standards are only broadly in line with national expectations. However, this represents good progress and achievement for these pupils, who started school with below average mathematical ability. They have benefited, particularly, from good support within lessons and working in small groups.
84. In the 2001 national tests at the end of Year 2, results were well below national expectations and below those of similar schools. This was due to several factors; an increasing proportion of pupils each year start school with below average mathematical abilities; there have been inconsistent levels of teaching in the past and teachers lacked relevant training and guidance. Inspection evidence indicates that there has been some recent improvement in standards. Teaching is now more consistent and the National Numeracy Strategy is gradually helping to improve standards. Because of the significant proportion of pupils with special educational needs in the current Year 2 and the limited time spent teaching mathematics, standards remain below national expectations. Pupils do, however, make satisfactory progress and achieve satisfactory standards in relation to their low ability when starting school.
85. There is no significant difference in the attainment of boys and girls. Any difference is related to the numbers in each class with special educational needs. Pupils with special educational needs and those learning English as an additional language make similar progress to others in their class because of the good quality support they receive. The school recognises that there is still room for improvement and is considering the time spent on the subject and further staff training in order to more effectively meet the needs of pupils in Years 1 and 2, who are struggling with basic mathematical concepts.

86. Pupils make satisfactory progress in Years 1 and 2. In both classes, they are more secure in their understanding of numbers because of the teachers' greater confidence in teaching this aspect of mathematics. Pupils are less secure in their mental calculations and many older, less able, and average attaining pupils are slow to recognise patterns and sequences of numbers. This impacts on the learning of more able pupils, who often have to wait in this part of the lesson while teachers support pupils who are struggling. When working with numbers, pupils with special educational needs in Year 2, frequently rely on the use of apparatus. Average and more able pupils, because they have been encouraged to develop their own strategies, are becoming more confident. As a result, many are attaining expected standards in this aspect of the subject. More able pupils can use addition and subtraction to solve simple shopping problems. They work with a good level of interest and concentration, helping each other. However, their presentation is often untidy. Pupils can name common two-dimensional shapes, and more able and average pupils can recognise distinguishing properties such as the number of sides. This aspect of mathematics is not sufficiently developed.
87. In Years 3 to 6, pupils make good progress overall, especially in Years 5 and 6 where teaching is consistently challenging. Pupils are increasingly confident in using their mental skills at the start of lessons. This aspect of teaching is not consistently brisk in all classes and sometimes pupils lose interest. When solving problems, pupils find it difficult to know which mathematical operation to use. This is partly due to an under-emphasis on problem-solving in numeracy lessons. This has recently been a focus in some classes. Pupils in Year 5 worked in groups, using calculators to check their answers, and began to recognise the links between decimals, fractions and percentages. By the time they are in Year 6, pupils have a secure grasp of the processes of addition, subtraction, multiplication and division and their knowledge of place value is secure. Most pupils' knowledge of shape is satisfactory. All pupils recognise the properties of different shapes and more able pupils are able to measure angles of triangles accurately using protractors. Pupils' presentation of work varies. Many less able pupils make basic errors because their work is untidy. Pupils' knowledge of data handling and probability is secure because of the teachers' high expectations and the good quality of support for pupils. Pupils in Year 6 are able to predict the probability of outcomes, using coins, dice and cards. More able pupils are beginning to understand and use a probability scale to estimate and compare the 'likelihood' of an event happening. Pupils increasingly become confident as they grow older and mathematics is used to support learning in other subjects.
88. The quality of teaching has improved considerably since the last inspection. Teaching is generally good in Years 3 to 6 and satisfactory with some good features in Years 1 and 2. No unsatisfactory teaching was seen during the inspection. Throughout the school, the three-part numeracy lesson structure is secure, but in some classes the mental arithmetic sessions lack a variety of activities and pace and the consolidation sessions at the end of lessons often do not involve all pupils. As a result, not all pupils are developing quick, sharp, skills of mental calculation or maintaining their concentration to the end of the lesson. These skills are developed most effectively when the opening and closing sessions are brisk and involve the use of a variety of apparatus and tasks which enable all pupils to participate. In Year 3, pupils helped each other to answer teachers' questions, using cards to show their answers. The last part of this lesson was particularly successful, when pupils were given a choice between having three pounds now or one penny per day until the end of the year. This clearly motivated pupils, who held intense debates before this was set for a homework task.
89. Throughout the school, the teaching of basic skills is good and effectively supports pupils when they learn new skills. Increasingly all teachers are developing confidence to match tasks in the main parts of lessons to pupils' abilities and in particular to use teaching assistants effectively to support learning. Teachers make good use of overhead projectors in demonstrations, and most use question and answer techniques to challenge pupils. In the best lessons, effective teaching is characterised by a good balance being struck between direct teaching of specific skills and opportunities for pupils to seek out answers for themselves through investigation and problem solving tasks. When working with groups of pupils, teachers often use good direct teaching and handle pupils' misunderstandings well. These factors enhance pupils' learning and help develop pupils' confidence to tackle and persevere in learning new ideas.

90. A significant number of younger pupils are struggling with basic concepts and find learning difficult. Often, in the limited time available within lessons, they are not able to practise and develop their skills sufficiently. In order to meet their needs more effectively, teachers have asked for further advice and support from the Local Education Authority. A group of pupils is currently being assessed so that teachers can set more specific and relevant learning targets and activities. Older pupils with special educational needs benefit from the expertise of staff in the Speech and Language Centre, who support them in lessons and in small groups. This ensures that these pupils make the same progress as their peers and are growing in confidence.
91. Pupils' ability to use ICT to support their mathematical skills, knowledge and understanding is in the early stages of development and limited evidence of this was observed. A good example was seen in geography in Year 6 where pupils collected a tally of traffic passing the school, entered the figures into a database and carried out a simple analysis. This clearly motivated pupils, who began to recognise how mathematical skills are used in real life situations. There are limited examples of links with other subjects, but some use was noted in science, history and physical education.
92. The management of the subject is satisfactory. Since the appointment of the new headteacher, the subject manager has a clearer understanding of his role and is clearly committed to developing the subject within the school. He has monitored teaching informally and in this has had the support of outside agencies. Analysis of the school's results in national tests is helping the school to identify areas of weakness and teachers are gaining confidence in assessing pupils' levels of attainment. However, targets for improvement are not set with individual pupils and their parents. There is a relevant action plan for mathematics. A more focused approach is necessary to raise the quality of teaching and learning and raise standards of pupils' attainment, particularly in Years 1 and 2. A positive start has been made but the manager has no clear overview of teaching and standards in all year groups. The three-part numeracy lesson is not yet fully developed and teachers have indicated that they would welcome further training, especially in developing the first and final parts of these lessons. Teachers also recognise the need to provide pupils with opportunities to put their mathematical skills to the test in problem solving, investigative activities and the handling and interpreting of data. The next cycle of the school development plan focuses on the development of numeracy in order to raise standards. In order to improve the subject further the school should
- ensure that teaching and learning are monitored rigorously
 - set individual targets and share them with pupils and parents
 - increase the amount of time spent on the subject
 - increase the use of ICT in mathematics
 - provide more professional training for staff.

SCIENCE

93. At the end of Year 2 teachers' assessments indicate that pupils' attainment is well below the national average and well below the average for similar schools. Inspection evidence indicates that standards, although currently below average, are rising at a rate in line with other schools nationally. In 2001, the National Curriculum test results for pupils at the end of Year 6 were below the national average with 87 per cent of pupils obtaining Level 4, or above, and 21 per cent obtaining Level 5. In comparison to similar schools, results were below average. Nevertheless, at 87 per cent the proportion of pupils achieving Level 4 or above showed a marked improvement compared with 75 per cent in 2000. Against the national trends, the performance of boys was better than that of girls.
94. The inspection evidence reflects the pupils' attainment in National Curriculum tests. Overall, achievement is satisfactory in Years 1 and 2, with about 75 per cent of pupils achieving in line with national expectations. High and average attaining pupils achieve well during lessons because of good, challenging, teaching and this is reflected in the school's higher than national average results in national assessments at Level 3, the higher level. The major factor restricting achievement is the large number of pupils with special educational needs who find using specific scientific language difficult. This restricts the quality of the observations they make.

95. Most pupils in Year 1 understand the differences between living and non-living things and have investigated the growth of seeds in a variety of controlled conditions and can express opinions as to what might happen if basic conditions for life are changed. Pupils in Year 2 know that animals need food and water to survive and understand that human beings and pets have a different diet. Most pupils have a reasonable understanding of a healthy lifestyle. They use numeracy skills appropriately to tabulate their favourite foods. High-attaining pupils knew that a healthy diet needs protein, fruit and vegetables. However, as with the younger pupils, discussion and recording are limited by weak vocabulary and writing skills. Younger pupils demonstrate the ability to describe first-hand observations, using appropriate scientific vocabulary, but their ability to plan and carry out experiments independently or in small groups is weak.
96. Overall, most pupils make good gains in knowledge, understanding and practical skills, as they move through the school and overall achievement is good in Years 3 - 6. Most pupils enjoy doing practical work and achieve reasonable standards in observation and their recording skills are developing. Most pupils have a sound understanding of forces, movement, the solar system, materials and their properties, life processes and living things but have an insecure understanding of different forms of energy. A significant proportion of pupils, over one-quarter, needs considerable prompting to draw ideas together and recall knowledge from earlier work.
97. In Years 3, 5 and 6, pupils' effective learning of scientific skills and processes is the strongest feature. In Year 3, pupils showed expected levels of learning when planning and carrying out an investigation to test the transport of water in plants. Pupils responded enthusiastically to the challenging provision and made careful observations, suggested their own ideas and hypotheses to be tested and made excellent progress in conceptual understanding. High-attaining pupils in Years 5 and 6, summarise scientific findings well. They make valid predictions, explore ideas and have good understanding of the conditions for 'fair testing'. However, most pupils find it difficult to analyse information and present good arguments for why things happen. The pupils with special educational needs are well supported, make sound progress and achieve satisfactory standards commensurate with their prior attainment. They participate enthusiastically in carrying out practical tasks but difficulties with language restrict their progress.
98. Pupils' attitudes to learning are very good. They show interest in their work, concentrate, persevere and cooperate effectively. They behave with considerable responsibility and discuss scientific issues and problems and undertake practical work. High-attaining pupils are enthusiastic about tasks and take pride in their work. Older pupils can pose questions and solve problems but younger pupils lack confidence in working independently of the teacher on first-hand investigations and their ability to look for patterns is underdeveloped.
99. Overall the quality of teaching is good. Teachers make use of their good subject knowledge to provide very effective explanations and to ask questions which challenge pupils to explain observations or which assess their knowledge and understanding. Lessons are well planned and take full account of pupils' previous attainment. They set out clear objectives which pupils understand. In the very best lessons, pupils benefit from opportunities to investigate and explore and take responsibility for their own learning. Teachers' expectations of what the pupils can achieve is generally appropriate. Support for learning is good and the classroom organisation is effective in maximising learning outcomes. A few teachers appear to lack confidence in the investigative aspect of science. Consequently work is prescribed closely and there are few opportunities to plan investigations to test ideas or solve simple problems. The work on literacy is beginning to have a very positive effect on the writing of pupils' accounts of their experiments. Teachers use key words effectively to reinforce and extend pupils' vocabulary. When younger pupils read aloud, they gain confidence in their ability to understand ideas in science. The use of assessment to reinforce learning is satisfactory. In most lessons, teachers use available resources to engage pupils in active tasks in order to reinforce earlier learning. There are limited opportunities for pupils to use ICT skills to analyse and interpret scientific data and they are not encouraged to read about science and scientific ideas. The quality of marking is variable. Whilst books are always marked and helpful comments are often made, marking rarely indicates the level at which pupils have performed or how pupils can improve. Where they do not complete work, their books become unhelpful as learning tools.

100. There has been satisfactory progress in the subject since the last inspection. The management of the subject is sound. The subject manager has introduced a policy statement and schemes of work based on nationally recommended guidelines. A 'learning map' has been introduced to ensure appropriate teaching of the various areas of science. Within the constraints of available resources, there are more opportunities for pupils to carry out experimental and investigative work. The subject manager, however, is not given time to monitor and support effectively other teachers. Resources, in terms of books and scientific equipment, are inadequate to give pupils the opportunity to gain firsthand experiences. The use of ICT, whilst being built into the subject scheme of work, is, in practice, used insufficiently as an everyday teaching and learning tool. There is little equipment, such as electronic probes, for use with the computers. In order to raise standards further, the school needs to
- increase the time given to the subject
 - provide in-service training and professional support to all staff
 - allow the subject co-ordinator time to monitor and support other staff.
 - improve learning resources including textbooks, equipment and ICT facilities.

ART AND DESIGN

101. As found at the last inspection, standards in art and design are in line with national expectations at the end of Year 2 and Year 6. Throughout the school, pupils make satisfactory progress and their achievement is satisfactory, based on their earlier learning. There are some talented pupils in the school and, in particular, some pupils with special educational needs show considerable ability and potential in art and design. The school's emphasis in the subject is on investigating from first-hand experience and on making and creating, rather than on knowledge and understanding of art and evaluating artists' work. Opportunities to work in three dimensions, although improved from the last inspection, require further development.
102. In Years 1 and 2, pupils use resources well and can draw objects from observation with increasing skill and enjoyment. Drawings, especially self-portraits, are bold, and pupils make an acceptable attempt at depicting facial features. Teachers motivate pupils well; for example, when pupils made particularly good observational drawings of religious artefacts, following a visit to a church. Because work is always displayed attractively, pupils are encouraged to take pride in their efforts. Teachers have encouraged pupils to explore different techniques and a wide range of natural materials to create interesting pieces of work; for example, when pupils designed patterns and transferred them on to the faces of large cubes. The finished work was carefully and imaginatively displayed.
103. By Year 6, pupils have experienced a growing range of techniques and developed skills appropriately. They use a variety of pencils to draw objects from close observation. Pupils in Year 5 show increasing skills of observation when representing the complex patterns found in the environment. In particular, a talented pupil with special educational needs created an optical illusion of lines to represent a fuzzy pattern. This was used well by the class teacher to lift his confidence further and develop the skills of the whole class, as the pupil was encouraged to help his friends create similar effects. There is a wide range of attainment in all classes. In Years 3 and 4, pupils' designs of chairs varied from detailed and complex work to more basic and immature examples. Similarly, in Year 6, the quality of pupils' still-life pastel drawings varied widely. These ranged from mature representations, using line and tone and perspective well, produced by more able pupils, to immature and simplistic attempts. All pupils take great care with their work and teachers encourage all pupils to develop their skills.
104. Art and design is used thoughtfully to support and enhance other subjects. In Year 3, pupils designed and made carefully researched Viking masks and shields, using colour and pattern carefully. To deepen their understanding in personal and social education, pupils thought of 'wishes' and then designed attractive containers to put them in. In Year 6, pupils used gradation of colour well when they created contour maps in geography. Three-dimensional work with a range of media, although improved since the last inspection, is limited. The subject manager has identified this aspect of the subject as a priority for development. A visiting sculptor made a

significant contribution to three-dimensional work in the school when he helped pupils create 'willow sculptures'. There are plans to extend the involvement of visiting artists.

105. No teaching was seen during the inspection due to timetabling arrangements. Evidence from displays and pupils' sketchbooks indicates that teaching is satisfactory in general. This concurs with the judgement at the last inspection. Sketchbooks, although used, are not fully exploited to support pupils' design, practice and evaluation of work. Work is often developed through other subjects. This requires further planning, with staff guidance, in order to develop pupils' skills systematically. Although pupils said they enjoyed art and design, none could talk about or remember the work of famous artists. Pupils' skills of evaluation are insufficiently developed. When asked about displays of work and in discussing the work in their art books, pupils found it difficult to evaluate why some work was better or not so successful. Although teachers' planning includes study of the work of other artists, pupils have very limited knowledge and understanding of the range and styles of different artists and craftsmen, and as a result it has had little influence on the quality of their work. ICT is used increasingly to support work in art and design.
106. The manager is an art and design specialist and is clearly aware of the strengths and weaknesses in the subject in the school. Plans are under way to hold a special whole-school event to promote the subject and celebrate pupils' achievements. Assessments are being developed but teachers lack the confidence to match pupils' work to levels in the National Curriculum. There is no portfolio of assessed and levelled artwork to help teachers to award standards more systematically. Resources are satisfactory overall but there is a shortage of modelling materials to assist in three-dimensional work. The school's plans are relevant and pertinent to raise the profile of the subject throughout the school and to develop teachers' confidence. In order to raise standards further, the school should
- increase the amount of three-dimensional work done by pupils
 - extend the use of ICT in the subject
 - provide more opportunities for pupils to evaluate their own and others' work
 - increase opportunities for pupils to study the work of significant artists
 - provide opportunities for the subject manager to visit other classes
 - raise teachers' awareness of standards in the National Curriculum by compiling a portfolio of pupils' assessed work.

DESIGN AND TECHNOLOGY

107. Standards in design and technology are average at the end of Years 2 and 6 and have been maintained since the last inspection. A suitable scheme of work is now in place. Pupils of all abilities enjoy this practical subject and make good progress and achieve well.
108. By the end of Year 2, pupils have a sound understanding of the processes of designing and making. They recognise the advantages of planning projects and being clear about outcomes. Teachers encourage this approach and provide relevant support so that all pupils of all abilities plan their work appropriately. As a result, pupils consider the materials and resources they might need. The limited range of available materials restricts learning opportunities. Teachers and teaching assistants often provide resources themselves to support learning, for example when pupils in Year 1 explored a number of different joining techniques to make playground equipment. In Year 2, pupils used their understanding of healthy eating, developed in science lessons, to plan a healthy vegetable salad. Support and guidance from staff was good and ensured that pupils handled equipment safely and followed planned designs. Through good interaction with adults and challenging questioning, pupils consider the success of their designs. One pupil realised that he had chosen only green vegetables, as he didn't like the taste of any others. Encouraged by his friends and teacher, he decided to try to improve the appearance of his salad. However, evaluations of designs are the weakest aspect of the subject, as many pupils find it difficult to record their work.
109. By the end of Year 6, pupils' attainment is in line with national expectations. Pupils continue to develop their knowledge and understanding of materials and components and become increasingly aware of processes for designing and making. Pupils in Year 4 planned interesting designs for battery operated torches. Their designs for the casings were imaginative and original.

Diagrams of circuits were clearly labelled and there were clear links with their work in science. The staff and subject manager have worked hard to ensure that pupils have access to an interesting range of activities and that the best possible use is made of limited tools and materials. After exploring different kinds of bread, pupils in Years 3 to 6 made some of their own. Other pupils have investigated packaging and considered the way everyday products are packed to keep them safe and fresh and look attractive. Older pupils have looked at mechanisms and designed model fairground rides and pupils in Year 6 are currently planning bridge structures. These pupils eagerly discussed ways to strengthen card and considered the merits of different methods such as triangulation, sandwiching and zig-zag layering techniques. Some work is of a high standard. Year 6 models of fairground rides included various mechanisms such as levers, cranks and pulleys. Plans in pupils' books were detailed and clearly labelled. However, in all classes, the testing and evaluation of finished products is more limited. For example, older pupils have had limited opportunities to fully test the finished products to see if they fitted their intended purpose. Evaluations tend to focus on difficulties encountered in the making process. Ways of recording are not helpful for less able pupils who require support, such as writing frames, to help them to record their evaluations.

110. Limited teaching was seen due to the timing of lessons. In the lessons observed, teaching was satisfactory overall, with evidence of good teaching in Year 2. Evidence from talking to pupils and analysis of pupils' work and books indicate that teaching is sound, with elements of good teaching throughout the school. Teachers are enthusiastic about the subject and this motivates pupils, who talk positively about lessons. Teachers show appropriate and developing subject knowledge and are already adapting the scheme of work to better suit the needs of their pupils. Work is not overly directed and this allows pupils to develop their own ideas well using their imagination and knowledge from other subjects. Finished products show imagination and developing skills for making things, given the limitations in resources. Teachers, however, do not always use demonstration models to support learning, and opportunities to fully evaluate work require development.
111. The subject was without a manager for some time. Since the spring term a part-time teacher has taken over the subject. Although not a subject specialist, she has made a positive start, but has not observed lessons in other classes. She has identified her own training needs, audited resources and spoken to staff. The staff have made a positive start in implementing the revised scheme of work, and the manager recognises that further training and development is required in order to improve standards and develop learning opportunities. Improved tools and resources are required as a matter of urgency. The use of ICT is not sufficiently developed in the subject. In order to improve standards in the subject further, the school should
- improve resources
 - increase the use of ICT
 - develop pupils' skills of evaluation of their finished work
 - review and improve ways in which pupils record their work
 - provide time for the subject manager to monitor work in other classes.

GEOGRAPHY

112. Pupils' attainment is in line with national expectations both by the end of Year 2 and Year 6. Sound standards have been maintained in Years 1 and 2 since the last inspection, and standards have improved in Years 3 to 6. Pupils achieve well and develop sound geographical skills, knowledge and understanding. When they start school, pupils' understanding of positional and directional vocabulary is weak. This aspect of the subject develops well, as shown in work on coordinates by pupils in Year 6.
113. By the end of Year 2, pupils acquire early mapping skills as they become increasingly aware of the geography of their own village. In Year 1, teaching and learning is relevant as pupils draw pictures of where they live and write their addresses. Teachers use digital and other photographs effectively to reinforce pupils' learning. In Year 2, pupils broaden their understanding of the world as they study maps of Great Britain and the world. Pupils locate their school on a map and explore the similarities and differences between villages, towns and cities. They create maps of imaginary islands and plot the travels of a teddy bear as he is taken by pupils to holiday

destinations in this country and abroad. As they study different environments, pupils write to a school in Padstow to compare the features of their surroundings. Teaching and learning also deals with broader issues such as seasonal change. Pupils consider winter conditions and how we prepare for them and keep warm.

114. Pupils in Year 3 build effectively on their earlier learning as they study a contrasting location – Tocauro in Mexico – and extend their knowledge and understanding of how people live in other parts of the world. They study photographs and written evidence as part of their work on finding information from secondary sources. In Year 4, pupils extend their understanding of different places and lifestyles. They use maps with increasing skill as they learn about coordinates. Their work is well presented, with evidence of work set at different levels for pupils of different abilities. In Year 5, pupils show an increasing awareness of how the environment can be sustained and improved. They investigate the amount and nature of rubbish which is thrown away each week and consider what could be recycled. Teachers ensure that pupils' mathematical skills are put to good use as pupils explore the amount, in terms of percentages, of various kinds of rubbish. Pupils benefit from the school's good range of literature on the use and care of the environment. In Year 6, pupils' work on coordinates is detailed, well organised and attractively presented. They use six-figure coordinates to locate features on detailed maps and work in a range of scales. As they investigate the recording of physical features on maps, pupils make careful models of the landscape of islands to show the height of land above sea level. They also draw maps which show physical features very clearly. Pupils' work reflects the secure subject knowledge of the teachers.
115. Pupils behave very well in lessons. They enjoy the subject, especially when there are stimulating activities such as finding out about the teddy bear's holidays or being involved in a traffic survey. Pupils work well in pairs and groups and most take pride in the presentation of their work.
116. Few lessons were seen, but from scrutiny of pupils' work, examination of teaching plans and discussions with pupils and the subject manager, teaching is at least satisfactory overall, with some very good teaching in Year 6. In lessons, teachers use discussion well to help pupils to tease out their ideas and extend their understanding. This discussion is not always transferred effectively to pupils' written work; for example, in taking up opportunities for them to form their own questions and develop their own lines of geographical enquiry. Management of classes is very good because relationships between pupils and teachers promote trust and an enjoyable working environment. Teachers recall earlier work briefly and make lesson objectives clear at the start of each lesson. As a result, pupils are quickly engaged in the substance of lessons and are able to contribute their ideas. They are clear about what they should be learning and what is expected of them. For example, as pupils in Year 6 worked on a traffic survey, they moved to other parts of the school to work on computers or studied in groups in the classroom. All were involved, co-operatively and productively. Girls and boys worked well together and pupils were keen to present their findings. Access to information from the Internet and CD-ROMs is used increasingly in lessons, but the school recognises that there is no clear, co-ordinated plan for the development of ICT in geography. Work links well with teaching and learning in literacy, as pupils make lists and write. Teachers' marking of work is variable, and often consists of ticks without comments. Provision of work for pupils with special educational needs also varies, with some good practice in Year 6.
117. The subject manager, who leads the subject well, has updated resources effectively so that teachers have adequate supplies to support pupils' learning. The policy and schemes of work for the subject are satisfactory and the subject manager is monitoring them rigorously for review later in the term. Teachers' assessments of pupils' progress are satisfactory; they are to be aligned with the reviewed scheme of work so that pupils' acquisition of skills is tracked more closely. Because of the school's focus on literacy and numeracy, monitoring of teaching and learning in geography has not taken place. The subject manager is keen to do this as soon as possible in order to see how the subject is taught and learnt in the classrooms, share good practice and effect improvements. There is a satisfactory range of visits to places of interest for the pupils to carry out fieldwork. During their annual residential visit, pupils in Year 6 have opportunities to explore the environment and extend their investigative skills. In order to further develop standards in the subject, the school should
 - increase opportunities for pupils to use ICT in geography

- ensure that teachers' marking of work gives clear messages which help pupils to improve their work
- ensure that the subject manager observes lessons throughout the school.

HISTORY

118. By the end of Year 2 and Year 6, standards in history are typical for the age groups. Standards in history have improved in Years 1 and 2 since the last inspection, when standards were reported to be below national expectations. In Years 3 to 6, standards are similar to those noted in the last report.
119. By the end of Year 2, pupils develop a growing sense of chronology by thinking about their own lives and those of their families. They look at photographs and consider how they themselves have grown and changed. The development of historical enquiry is a strength in the teaching and learning of history. Pupils show a clear understanding of how we know about the past. They consider the different sources which can be explored, such as photographs, buildings, paintings, books, clothes, furniture, and other artefacts. Their work is well presented and interesting, with lively illustrations. They are aware of the possibilities for study through the Internet and CD-ROMs. Following a visit to a museum, pupils made careful drawings of clothes from different eras. In a study of bottles, pupils put them in order from the oldest to the newest and recorded their results using simple diagrams. As they investigated lighting used in homes, pupils showed how designs changed with time.
120. By the end of Year 6, pupils develop a satisfactory level of factual knowledge of a range of historical periods. Pupils achieve a sound understanding of changes over time through firsthand investigation of their own village. They examine a range of photographs, look at buildings and talk to older residents. Pupils studying the Tudors have an appropriate understanding and knowledge of the main events, people and changes during the period. Teachers encourage pupils to ask questions and consider the principal features of civilisations. In Year 3, pupils recognise the importance of ships to the Vikings, and know about the Nordic gods and goddesses. Pupils recognise the marked differences in the lives of the rich and poor in Tudor times. As they study prints of well-known paintings, they investigate the way people ate and dressed, and note the different kinds of fruit and fabric. Pupils recognise the importance of the River Nile in the life of the Ancient Egyptians and recognise the wide range of evidence which is available to substantiate what we know about life in ancient times. Teachers' secure subject knowledge enables them to ask searching questions which make pupils think; for example, when the teacher challenged pupils in Years 3 and 4 to think why the flooding of the Nile is so important.
121. The teaching and learning is well based on the development of pupils' skills of historical enquiry. During study of the Victorian period, pupils gain greater understanding of life in Victorian times as they study photographs and pictures and note changes in domestic life and transport. Pupils discuss the benefits and disadvantages of changes. Pupils in Year 5 learned about significant inventors such as Stephenson and Brunel and considered the introduction of the railways. Teachers display helpful time-lines on which significant events are indicated, so that pupils gain appropriate knowledge of dates. Pupils acquire satisfactory skills in organising and presenting their findings in reports, charts and diagrams. Pupils with special educational needs benefit when tasks are adapted to meet the needs of those of different abilities; for example, when extra notes were provided in a lesson for pupils in Years 3 and 4.
122. Behaviour in lessons is very good because pupils enjoy the subject and are interested and keen to know more. They are reflective and thoughtful; for example, in their response to pictures of poor people in Tudor times and in their consideration of why things happened as they did. A pupil in Year 5 thought that the canal owners might have had a vested interest in opposing the establishment of the railways.
123. Few history lessons were seen, but from scrutiny of pupils' work and teachers' planning, observation of displays and discussion with pupils and the subject manager, it is clear that teaching and learning are at least satisfactory throughout the school, with examples of some very good teaching in Years 3, 4 and 5. Teachers ask probing questions so that pupils recall previous

learning. They encourage pupils to be aware of work done by other classes which is displayed in the school. Other adults are well deployed in classrooms and this is especially beneficial for pupils with special educational needs. Lessons include aspects which are relevant for the pupils. For example, when they study Britain since 1930 and the Second World War, pupils benefit from the teacher's interesting use of events such as the evacuation of children from cities and the use of ration books for food. Links with other subjects, such as English, mathematics and geography help to bring relevance to pupils' learning, as they write about significant people and events, consider how long ago events took place and investigate how and why people travelled in past times. As they learned about Ancient Egypt, pupils remembered their study of rivers in geography. More resources are needed for investigative work. There is a limited number of CD-ROMs and a fair selection of library books, but there are few artefacts or sets of books for older pupils to study texts together.

124. The subject manager leads the subject well and has produced a helpful scheme of work which draws on both national guidance and established good practice in the school. A review of the policy for history is in hand. The step-by-step development of pupils' skills of historical enquiry is gradually being embedded. This helps teachers to assess pupils' progress in a systematic way. The management has not yet organised time for the subject manager to monitor teaching and learning in order to develop the subject and raise standards further. Teachers use local features and draw on the experiences of village residents effectively to enhance pupils' learning in history. This brings history alive for the pupils. In order to improve standards further, the school should
- improve resources for the subject
 - allow time for the subject manager to monitor teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Attainment in ICT is below average at the age of seven and eleven. Since the last inspection, standards have improved but not enough. This is due mainly to inadequate and inappropriate ICT resources. However, with the recent completion of a suite of computers, pupils' skills levels are improving at a much faster rate and progress in all areas of ICT is satisfactory in Years 1 and 2 and good in Years 3 to 6.
126. Over the last four years, pupils' achievement in ICT has been unsatisfactory. Standards are improving rapidly, particularly in Years 3 to 6. Pupils' achievement in Years 1 and 2 is now satisfactory and good in Years 3 to 6. In relation to pupils' baseline assessment, their achievement in Years 1 and 2 is satisfactory and good in Years 3 to 6. Many pupils in Years 1 and 2 are confident when using the computer and are developing quickly appropriate keyboard skills. Most open the programs independently and understand technical vocabulary such as space bar, mouse, click and text. Pupils correct and reorganise the text using the insert and delete functions. Most pupils communicate their ideas in different forms using pictures and text. Pupils in Year 2 used various icons to retrieve information and accessed multi-media to carry out a range of tasks. Pupils can draw and paint pictures using ICT skills.
127. In Years 3 and 4, most pupils use equipment and software competently and are able to explore simulations and manipulate databases. Many pupils demonstrate good word processing skills and know how to use many of the editing functions. They write poetry, stories and instructional text on screen. Pupils in Years 5 and 6 can input data and some pupils' work shows their ability to insert graphics into text. Pupils in Year 6 collected and recorded evidence about local traffic, collated data and produced graphs. Some pupils can model information using a computer-aided drawing program. They use games which help them to identify colours, letters and shapes whilst word processing. Evidence from portfolios also indicates a few successful applications of modelling, data-handling and control. Pupils, throughout the school, including those with special educational needs, are making satisfactory progress in developing their skills because of some well-informed teaching and appropriate support.
128. Scrutiny of pupils' work shows that ICT is not being used sufficiently in other subjects. In English, literacy skills are developed effectively with older pupils through the production of extended stories using word processing. Higher-attaining pupils are developing research skills and using CD-ROMs to support their learning; for example, in history, pupils investigate life in

Ancient Greece. Insufficient use is made of ICT to enhance learning in most subjects. Teachers are beginning to identify where pupils' acquired skills can be used to support and extend learning.

129. Pupils in Years 1 and 2, including those with special educational needs, make sound progress and achieve satisfactory standards and good progress in Years 3 to 6. There is progressive development of ICT, though not all Programmes of Study of the National Curriculum are covered in depth. The majority of pupils learn new ICT skills in a systematic manner. Limited use is made of the Internet facilities to enhance learning in other subjects.
130. Pupils are very interested in ICT. They are generally well motivated and enjoy their lessons, though a few need help and prompting. They co-operate willingly with their peers, sharing ideas and machines, to complete their allotted tasks. In Years 3 to 6, pupils use computers and CD-ROMs with perseverance, work with concentration and make satisfactory progress. The subject makes a strong contribution to extra-curricular activities: during one lunch-hour pupils from different classes were observed exploring ICT applications.
131. The quality of teaching varies from sound to very good, mainly reflecting the teachers' subject expertise and knowledge. Some teachers demonstrate confident knowledge and practical competence, enabling pupils to achieve good standards. As a result, most pupils gain confidence to use technical vocabulary and give reasons for choosing certain approaches and applications. In Year 2, the teacher provided challenging tasks, building upon pupils' knowledge of ideas in ICT. In the best lessons, as for example in Years 5 and 6, teaching is challenging and rigorous, expectations are high, pace is brisk and pupils enter into discussion. Teachers praise and encourage pupils' efforts and progress, and are usually quick to notice when pupils need individual help. However, not all teachers are confident with the technology and do not always provide the immediate support required to ensure pupils make good progress.
132. The school has made satisfactory progress since its last inspection. There has been a considerable commitment to improving provision for ICT involving the governors, headteacher and staff. The management of the subject is satisfactory. Planning has improved and schemes of work based on national guidance have been introduced. Opportunities in ICT, however, are not mapped and tracked sufficiently in all subjects. Most aspects are taught to some extent but more needs to be done to ensure pupils' greater depth of understanding. The curriculum is enriched by a range of initiatives, including a visit to a local car manufacturer where pupils in Years 3 to 6 experience control applications in a practical and exciting setting.
133. The school has made good use of the National Grid for Learning grant and has invested a great deal of its own funds in establishing a suite of computers which provides very good accommodation for teaching and learning in ICT. However, there is an inadequate range of software to promote the wider applications of ICT across all subjects. Portfolios of pupils' work are maintained systematically to exemplify good practice. Pupils' progress, however, is not monitored effectively and assessment is not yet linked to the scheme of work to ensure systematic development of ICT. There is a need to increase teachers' knowledge, understanding and confidence in the subject to secure enhanced application of IT in other subjects. To raise standards in ICT, the school needs to
- consolidate and extend teachers' skills in using the computer suite
 - extend the use of the Internet and further develop the control and modelling aspects of the subject
 - extend the school's range of software
 - provide more opportunities for pupils to consolidate their ICT skills
 - use ICT more regularly in all subjects.

MUSIC

134. Standards in music are above average at the end of Year 2. This represents an improvement since the last inspection. Standards at the end of Year 6 remain in line with national expectations. Standards are not as high, due to limited teaching in the past; improved teaching has not been in place long enough to impact more positively on standards. Music now has a high profile in the school and is taught by a music specialist. Her expertise and enthusiasm ensures

that all pupils, including those with special educational needs and those learning English as an additional language, are making very rapid progress and are increasingly enthusiastic about the subject.

135. Pupils in Years 1 and 2 make very good progress and achieve very well. They sing songs tunefully and with enjoyment. This is a very significant improvement from the last inspection when singing was judged to be unsatisfactory. In addition, pupils play instruments with good control and technique and can clearly evaluate their work. Challenging teaching is based on the teacher's very good subject knowledge. Pupils in Year 2 lacked confidence when singing the song 'Ghosts and Witches' in two parts. By the end of the lesson, they performed well and also composed four-beat rhythms to accompany the song with a variety of untuned and tuned percussion instruments. They evaluated their work by listening to a recording of their performance. Pupils with special educational needs thoroughly enjoyed the lesson and, because of sensitive support, also made very good progress.
136. Pupils' musical skills are now developing very effectively throughout the school. Older pupils are encouraged to bring in their own CDs for the class to hear and are increasingly interested in music. Pupils in all classes have opportunities to listen to and appreciate a varied range of musical styles. For example, in Year 3, pupils learned a country and western song and left the hall tapping their feet to the music and singing quietly to themselves on their way back to class. Pupils in Years 4 and 5 discussed classical music when they listened to parts of Holst's 'Planet Suite' and developed an appreciation of the variety of ways in which a composer achieves different moods. In Year 6, pupils are interested in music but they have limited understanding of key musical elements and terms. This limits their ability to evaluate pieces. In addition, their performance skills are not well developed and they lack confidence when performing. However, they are making rapid progress in lessons because of the high quality of the teaching and the very good relationships. ICT is not used effectively to increase pupils' skills in composition.
137. The quality of teaching is consistently very good. High standards are expected and pupils respond with enthusiasm. Lessons are of a brisk pace with every moment being used, from the minute pupils enter to them listening to music as they leave. The warm-up activities at the start of lessons and hymn practice ensure pupils' voices are not strained. Lessons are used very effectively not only to support pupils but also to increase the expertise of class teachers as they watch and participate in musical activities. This very effective strategy is supporting non-specialist teachers well. In addition, teachers are able to monitor and assess pupils' understanding through focused monitoring of lessons.
138. The school has wisely engaged a music specialist to teach the subject as there is no member of the school staff who is competent to develop music across the school. This has ensured that music now has a high profile, with a very positive impact both on standards and teachers' skills. In order to raise standards further, the school should continue to
 - strengthen pupils' knowledge and understanding of key musical elements and terms
 - increase opportunities for pupils to listen to and evaluate pieces of music from a range of cultures
 - increase pupils' confidence in performing by giving them more opportunities to do so.

PHYSICAL EDUCATION

139. By the time pupils leave the school at the end of Year 6, their attainment is in line with national expectations and they achieve satisfactorily. No lessons were seen in the infants, but from discussion with pupils, most enjoy the subject and are keen participators, and teachers' planning indicates that the full range of activities, including dance, gymnastics and games, is taught over the year. Standards seen in the juniors are not as high as those reported at the last inspection. Current activities, at the beginning of the season, are focused on athletics, and pupils have not had time to build up the necessary skills to perform in some events confidently.
140. In a good lesson in Year 3, skilful teaching enabled pupils to develop throwing skills. The lesson began with a stimulating warm-up activity which kept all pupils active. Pupils then worked well in pairs as they threw balls of different shapes and sizes, beanbags and quoits to explore different ways of sending them to achieve distance. As they worked, the teacher monitored pupils'

progress, demonstrated for them and encouraged them to keep trying. The pupils recorded the distances and compared their achievements at the end of the lesson. In Year 6, pupils practised running skills. Boys and girls worked well together. The teacher gave a good demonstration of the technique for starting races, and pupils were keen to improve their times over short distances. They were less keen to run longer distances and did not try as hard at this. Pupils practising the long jump did well. They worked conscientiously as a group, trying to improve their own performance, encouraging others and recording their times in order to measure how they improve over the term.

141. The overall quality of teaching in Years 3 to 6 is sound. Teachers' explanations are clear, and pupils are reminded of the importance of warm-up activities and the effect of exercise on heartbeat. Teachers use ongoing assessments well to encourage pupils to improve their performance, and record features which could be improved in the next lesson. Skills in literacy and numeracy are developed effectively; for example, the teacher of the Year 3 and 4 class made a note of the pupils' lack of confidence in completing charts on how well they had done during the lesson. Teachers encourage a healthy competitive spirit in which pupils want to improve their own best efforts but also appreciate the efforts of others. Pupils with special educational needs gain self-esteem as they perform in line with their peers. Occasionally, activities are not planned sufficiently well, resulting in pupils standing around waiting for turns rather than being active and involved.
142. Children in Years 2, 3 and 4 have swimming lessons and most achieve the national expectation of being able to swim 25 metres. Time and cost create limitations on further opportunities for swimming. Pupils in Year 2, who are currently having lessons, say they love swimming. It is one of their favourite lessons, and they talk with confidence about their prowess in the water, including doing backstroke! Older pupils say they enjoy football and look forward to visits from professional players.
143. The newly appointed subject leader is a good role model for other staff. She is knowledgeable and keen and has the capacity to raise standards by sharing her expertise with other teachers. There is an adequate range of equipment and the school field is well marked out for games and athletics. Extra-curricular activities and inter-school competitions provide opportunities for pupils to extend their skills and enjoy sport.
144. In order to improve the subject further, the school should
 - ensure that activities in all lessons keep pupils 'on the move' rather than waiting for turns
 - promote the importance of exercise and effort, especially amongst older pupils
 - provide opportunities for the subject manager to share her expertise with other teachers.

RELIGIOUS EDUCATION

145. Standards, as at the last inspection, are in line the expectations of the locally Agreed Syllabus for both seven and 11-year-olds, but they are improving because of the increasingly practical approach to the teaching of the subject.
146. By the end of Year 2, pupils know and have understanding of stories from the Christian tradition. They recall the stories of Christmas and Easter, and begin to apply their knowledge to their own experience in considering the Parables, particularly the story of The Good Samaritan. Because they are provided with frequent opportunities for reflection, they consider the impact of their actions and words on others. As they gain increasing knowledge of other faiths, pupils learn about customs, practices and festivals of Christian, Hindu, Muslim, Buddhist and Sikh religions. Pupils' written work shows little difference in tasks set for pupils of different abilities, with much of it copied rather than original work. However, good teaching seen in Year 2 included opportunities for pupils to use their initiative. After a visit to local churches, pupils used ICT to call up digital photographs of significant artefacts. They then drew simple grids in which to record what they had found.
147. By the end of Year 6, pupils have a deeper understanding of the importance of religion in the lives of many people. Pupils become increasingly sensitive in recognising how people can reflect on their own behaviour and feelings. This was well illustrated in a lesson in which pupils explored how artists express feelings such as anger, worry, happiness and peace. Good provision

includes opportunities for pupils to visit a variety of places of worship, including churches of different Christian denominations, a Hindu temple and a mosque. The significance of the Easter story is studied in greater depth, and pupils make Palm Crosses and know about the Stations of the Cross. Teachers use innovative ways to explain ideas to the pupils; for example, when they get pupils to consider how the good news of Jesus was spread. Pupils explored how we share good news, through visits, letters, telephone calls and the Internet, and became more aware of the process in which religions are spread around the world. They recognise the significance of holy books such as the Bible and the Qur'an, and know that there are many similarities between faiths. After visiting places of worship, they discuss the symbolism of features such as the Cross. They compare stories about the Creation, and study the Hindu version of the story. Practical experiences help pupils to understand more about a range of faiths; for example, when they visited an intercultural festival at a local secondary school.

148. Pupils enjoy the subject and are open and thoughtful in expressing their ideas. In discussing the story of David and Goliath, pupils in Year 3 talked about how faith in God can help people to overcome fear. They suggested that people could pray and know that they were being looked after. In Year 5, pupils expressed awe as they talked about places of worship and remembered how a speaker had told them that the believers were the church, not the building, and that Jesus had risen again and still lived in his heart. Pupils with special educational needs benefit from teaching which emphasises a practical approach and the importance of discussion. Those from ethnic minorities or who speak English as an additional language gain self-esteem from the value given to a range of religions.
149. Teaching is sound and the subject is managed well, but the manager has not been allotted time for monitoring classroom teaching and learning. She has introduced ideas, such as visits and the use of artefacts, so that study over the past year has increased pupils' knowledge of a range of faiths, and teachers make lessons interesting for pupils. Teachers have secure knowledge and share their ideas with colleagues so that there is now a 'buzz' about the subject. The quality of teachers' questioning is very good, so that pupils learn at a good rate in lessons and achieve well. Because teachers develop good relationships in the classrooms, pupils make comments with confidence and often with insight. Pupils are managed with a high degree of skill, so that they behave well and maintain their interest in lessons. Teachers plan work well, in line with the school's scheme of work, but written tasks are not always sufficiently matched to pupils' needs. The themes and ideas are stimulating and they lead to good levels of learning. The subject manager is adjusting the scheme in the light of experience, in order to incorporate new advice from the Local Education Authority. In order to improve the subject further, the school should
- provide written tasks of varying difficulty to meet the needs of all pupils
 - ensure that there are more opportunities for pupils to organise their own work.