

INSPECTION REPORT

**ST GEORGE'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Chorley, Preston

LEA area: Lancashire

Unique reference number: 119466

Headteacher: Mrs M Ainsworth

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 24th – 27th June 2002

Inspection number: 230436

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Carr Lane Chorley Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend K Barrett
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Mathematics Art and design Music Special educational needs English as an additional language Equal Opportunities	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils or students How well does the school work in partnership with parents
27735	Mr J Devine	Team inspector	English Information and communication technology	How well is the school led and managed
22556	Mr E Morgan	Team inspector	Science History Geography	
31807	Mr D Carpenter	Team inspector	Foundation Stage Design and Technology Physical education	How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the town of Chorley. It is a voluntary aided Church of England school that caters for two hundred and thirty nine pupils between the ages of four and eleven. Almost all pupils are of white ethnicity, and the school has only three pupils for whom English is an additional language. Of these, only one pupil is at the early stages of language acquisition. Ten pupils are known to be eligible for free school meals. This represents 4% of the school population and is well below the national average. Twenty-two pupils are on the school's special educational needs register. This represents 9% of the school population and is well below the national average. However, seven pupils have a statement of special educational needs, and at 3% of the school population, this figure is well above the national average. There are low levels of pupil mobility. In the last school year, three pupils have joined the school other than at the usual point of entry, and one pupil has left the school other than at the usual time of transfer. The area served by the school is mixed in terms of its socio-economic circumstances, and there is a mix of pupils who come from the immediate area and those who travel from further afield. The school is very popular and is over-subscribed. The children's attainment when they start school is average overall, and their skills of language and mathematics are often above average.

HOW GOOD THE SCHOOL IS

This is a very effective school that has many very good features, and no significant shortcomings in any aspect of its work. By the time pupils leave school at the age of eleven, they attain standards in English and science that are above the national average. In mathematics, their attainment is well above the national average. Teaching is good overall throughout the school, and during the inspection, many very good examples of teaching were seen. Pupils of all ages are very well behaved, and are highly motivated in their learning. The leadership and management of the school by the headteacher are very good, and she enjoys the support of a loyal, committed, and very effective Governing Body. The school gives very good value for money.

What the school does well

- Pupils attain well in English, mathematics, science, art and design, design and technology, history and geography, at the end of both key stages and all pupils make good progress as they move through the school.
- Teaching is good throughout the school, and has some very good features.
- Pupils have very positive attitudes to school and to work, and their behaviour is very good. Relationships are very good amongst pupils and between pupils and adults.
- The provision for children in the Foundation Stage is good.
- The curriculum for Key Stage 1 and Key Stage 2 pupils is good and is greatly enhanced by the links the school has established with other schools in the area.
- The provision for pupils with special educational needs is very good. Classroom support staff play an important role in ensuring that these pupils make good progress.
- The provision for pupils' spiritual and cultural development is good, and provision for their social and moral development is very good.
- The school provides very good levels of pastoral care. Assessment procedures for English and mathematics are very good.
- The school has developed a very good partnership with parents that is based on high levels of mutual respect and trust.
- The school is very well led and managed by the headteacher. The deputy headteacher's role is very well developed. Co-ordinators take a good lead in developing their areas of responsibility, and in monitoring standards.
- The Governing Body is very supportive and very well informed about the life and work of the school.

What could be improved

- The school has no significant weaknesses in any aspect of its work, but should address the minor areas for development arising from the body of the report.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since that time, the school has improved at a very good rate overall. The school has fully addressed all of the issues identified at the time of the last inspection. The role of the co-ordinator has been particularly well developed, and co-ordinators now have an important role to play in monitoring standards. Learning objectives are now clearly identified in teachers' weekly planning, and in most lessons, these are shared with the pupils. The school has very successfully implemented the National Numeracy Strategy and the National Literacy Strategy, and has fully taken on board the requirements for Curriculum 2000 for Key Stage 1 and Key Stage 2 pupils. Since the last inspection, the school has very successfully raised standards in English, mathematics, science, art and design, geography and history in both key stages. The staff, headteacher and Governing Body are fully committed to maintaining, and where possible improving the current high standards across many aspects of the schools' work. The very good team work amongst staff, and the high levels of commitment from all those involved with the school, mean that the school is very well placed for further improvement.

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	A	A	B	D	very high A* well above average A above average B average C below average D well below average E
Mathematics	A*	A	B	C	
Science	A	C	C	D	

On the basis of the 2001 end of Key Stage 2 national test results, pupils' attainment in English and mathematics is above the national average at the end of Key Stage 2, and their attainment in science is in line with the national average. In comparison with similar schools, the pupils' attainment is below average in English and science, and average in mathematics. This comparison does not give a true reflection of the pupils' capacity, because it does not take account of the high percentage of pupils with special educational needs in this particular cohort of pupils. The table indicates that the pupils' attainment varies from year to year. This is because of differences in the natural ability of the pupils, and also because of the sometimes significant fluctuation in terms of the number of pupils who have special educational needs. The inspection findings indicate that the pupils' attainment is above national expectations in English and science, and well above national expectations in mathematics. The school sets appropriately challenging targets in English and mathematics, and is generally very accurate in its predictions.

The 2001 end of Key Stage 1 national test results indicate that pupils' attainment is above the national average in reading and writing, but well below the national average in mathematics. The school used these test results effectively to identify and address the difficulties pupils were encountering in mathematics, and standards have risen rapidly in this subject. In comparison with similar schools, the pupils' attainment is average in reading, below average in writing, and well below average in mathematics. As in Key Stage 2, the results vary from year to year depending on the natural ability of the group of pupils entered for the tests, and the comparisons with similar schools do not take account of the high percentage of pupils in the 2001 cohort with special educational needs. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is above national expectations in English, mathematics and science.

In art and design, design and technology, history and geography, pupils' attainment is above national expectations at the end of both key stages. Pupils' attainment is in line with national expectations in music, physical education and information and communication technology.

By the end of the Foundation Stage, most children attain beyond the Early Learning Goals in the areas of communication, language and literacy, knowledge and understanding of the world, personal, social and emotional development, and mathematical development. In physical and creative development, the children attain the expected levels.

Throughout the school, pupils work to the best of their ability and make good progress in most subjects, and achieve well. Pupils with special educational needs benefit from very good levels of additional support, enabling them to keep up with their classmates in many areas of their work, and to make good progress towards their own individual targets. The school informally identifies pupils who may be gifted and talented, and ensures that these higher attaining pupils are appropriately challenged. The school currently only has one pupil who is at an early stage of learning English as an additional language, and provides good levels of additional support where this is necessary.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and enthusiastic about their work, and about school in general. They take an active part in all activities, and take pride in the presentation of their work.
Behaviour, in and out of classrooms	Very good. From an early age pupils are made aware of the high expectations of the school in terms of behaviour, and the vast majority are keen to conform to the school's code of conduct. Pupils are kind, helpful and polite to one another and to adults.
Personal development and relationships	Good. Relationships amongst pupils, and between pupils and adults are very good, and are a strength of the school. Pupils are very mature and capable, and could be encouraged to make even more decisions about, and to take further responsibility for aspects of their learning.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	good

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

The overall quality of teaching and learning is good throughout the school, and some very good and excellent examples of teaching were seen during the inspection. Basic skills of literacy and numeracy are well taught in all classes, and there are many good opportunities for the pupils to practise these skills across the curriculum. Although some pupils make effective use of information and communication technology to support their learning, this practice is not consistent across the school.

The teaching of the Reception children in the single age class, and the mixed Reception/Year 1 class, is good. Teachers achieve a good balance between activities that the children choose themselves and those that are directed by adults. Structured and free play activities provide good opportunities for the children to learn through practical experience, and teachers and classroom assistants are very effective in the way in which they constantly promote and encourage early skills of reading, writing and mathematics.

In Key Stage 1 and Key Stage 2, literacy and numeracy sessions are often very well taught, although in most classes these lessons are sometimes too long, and this reduces the time that is available for other subjects and aspects of the school's work. In mathematics, there are particular strengths in the way in which teachers encourage the pupils to develop investigative skills, and to approach problem solving activities. The teaching of science is good overall, but even more could be done to encourage Key Stage 2 pupils to take responsibility for setting up and defining their own investigations and experiments. The quality of teaching and learning in art and design, design and technology, history and geography is good, with very good features. In music, information and communication technology and physical education, the teaching is at least satisfactory, but in these subjects, some teachers lack confidence and do not always have the same high levels of expertise they demonstrate when teaching other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children in the Foundation Stage, and for pupils in Key Stages 1 and 2 meets their needs, and is broad and generally well balanced. In Key Stages 1 and 2 pupils' learning is enhanced by a good range of extra-curricular activities, and by very good links with other schools.
Provision for pupils with special educational needs	Very good. The school makes very good provision for pupils with special educational needs and this enables these pupils to progress at the same rate as their classmates, and to take a full and active part in all activities. Support staff are used extremely well to support pupils with special educational needs, especially those with statements.
Provision for pupils with English as an additional language	The school has only a small number of pupils speaking English as an additional language, only one of whom is at the early stage of learning English. Provision is good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual and cultural development is good, and the provision for their moral and social development is very good. The school has a very strong Christian ethos that permeates its life and work.
How well the school cares for its pupils	Very well. The school provides very good levels of pastoral care for pupils of all ages and abilities. Assessment procedures are very well established for English and mathematics, although even more could be done to develop the procedures in other subjects. The welfare, happiness and safety of the pupils are the shared concern of governors and staff.
How well the school works in partnership with parents	Very well. The school has a very good partnership with parents, based on high levels of mutual support and trust. Parents are very supportive of the school's work, and make a good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership for the school and enjoys the full support of a very committed staff and Governing Body. The deputy headteacher's role is well developed, and very good progress has been made in recent years in terms of developing the role of the subject co-ordinators. The school currently does not have a co-ordinator for the Foundation Stage.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very knowledgeable, well informed and supportive of the school's aims. All statutory requirements are met.
The school's evaluation of its performance	Very good. The headteacher and key members of staff regularly monitor the quality of teaching and learning through classroom observation and this has had a positive impact on the quality of teaching and learning. The school carefully evaluates assessment information to highlight strengths and weaknesses in teaching and learning, and applies the principles of best value when measuring and evaluating its effectiveness.
The strategic use of resources	Good. The school uses its resources well, and good financial planning ensures that educational priorities can be achieved.
The adequacy of staffing, accommodation and learning resources	The accommodation is good overall, although some of the classrooms are a little small. The range of learning resources to support teaching and learning across the curriculum is good overall. The school has enough qualified teachers, and employs a good number of support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that the school provides a good quality of education and that their children make good progress. • Parents state that the quality of teaching is good and that the school is well led and managed. • Parents are pleased with the positive values and attitudes the school promotes. • Parents agree that behaviour is good and that occasional incidents of inappropriate behaviour are dealt with swiftly and effectively. • Parents agree that the school keeps them well informed. • Parents very much appreciate the warm welcome they receive when they visit the school, and state that the headteacher and staff are approachable and accessible. 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities. • A few parents are not happy with the level, frequency and amount of homework.

There are justifiably very high levels of parental satisfaction and the inspection findings fully confirm the parents' very positive views of the school. With regard to the parents' comments about aspects of the school's work that might be improved, the inspection findings indicate that the school provides a good range of extra-curricular activities, and that more use could be made of homework to support pupils' learning in subjects other than English, mathematics and science.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment when they join the Reception classes varies from year to year but is often above average, especially in terms of language and mathematics. By the time they transfer to Year 1, most children attain beyond the Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world, and in terms of their personal, social and emotional development. They make good progress in these areas of learning. The Reception children attain the expected level in their physical and creative development, and their progress in these areas of learning is satisfactory. Currently the school does not have a designated outdoor play area for the Foundation Stage children, and firm plans are in place to rectify this situation in the very near future. However, this means that at present, the children do not have daily opportunities to play on wheeled toys or climbing apparatus, although teachers make very effective and regular use of the school hall to promote the children's physical development. The promotion of the children's personal, social and emotional development is an ongoing priority, and adults are very effective in encouraging the children to do things for themselves and to make choices and decisions about their work. The teaching of language and mathematics is good, and basic skills of reading, writing and number are very well taught, enabling the children to make good progress and to achieve high standards in their work. Pupils of all abilities get off to a good start in the Reception classes, and benefit from many very good opportunities to practically experience new concepts and aspects of learning.
2. The 2001 end of Key Stage 1 national test results indicate that pupils' attainment is above the national average in reading and writing, but well below the national average in mathematics. In comparison with similar schools, the pupils' attainment is average in reading, below average in writing, and well below average in mathematics. The results vary from year to year, sometimes quite significantly, depending on the natural ability of the group of pupils entered for the tests. The 2001 cohort had a high percentage of pupils with special educational needs, and this depressed the test results, especially in mathematics. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is currently above national expectations in English, mathematics and science, and that pupils of all abilities make good progress.
3. By the end of Key Stage 1, most pupils have good skills of speaking and listening and they use a wide vocabulary effectively to communicate their ideas. They enjoy reading, and the highest attainers read with good levels of fluency and accuracy. They clearly enjoy the books they read, and benefit from regular practice of reading at home and at school. The pupils' writing is good, and they structure stories, reports and accounts well, trying hard to observe the rules of grammar, and to make their spellings accurate. However, some pupils are not sufficiently imaginative in their writing, and rely too heavily on the guidance of their teachers for initial ideas. Teachers provide good opportunities for the pupils to use their literacy skills across the curriculum, and satisfactory opportunities for pupils to use computers to draft and edit their work.
4. By the end of Key Stage 1, pupils' attainment in mathematics is good overall. Most Key Stage 1 pupils have a good grasp of number, and their mental mathematics skills are developing well. Higher attainers have immediate recall of number facts up to and sometimes beyond twenty, and this helps them to work quickly when carrying out written calculations. Pupils have good opportunities to represent abstract ideas using

mathematical apparatus, and as a result pupils of all abilities quickly gain a very secure understanding of new concepts. Most pupils have a good understanding of all aspects of shape, space and measure, although not all pupils can tell the time by the end of the key stage. A strength of learning is the pupils' ability to use and apply their mathematical skills and knowledge in new situations. Good opportunities are provided for pupils to use their numeracy skills across the curriculum, but even more opportunities could be provided for pupils to use information and communication technology to support their mathematical learning.

5. By the end of Key Stage 1, pupils' attainment in science is above national expectations. Most pupils have lively enquiring minds and are keen to find things out. They enjoy carrying out investigations and make predictions about what they think will happen. Their scientific knowledge is secure in terms of living things, materials and their properties, and physical processes, and pupils make good use of a wide vocabulary to explain their ideas in a scientific way.
6. By the end of Key Stage 1, pupils' attainment in art and design, design and technology, history and geography is above national expectations. Pupils have a good range of skills in art and design, and produce attractive and colourful pictures, patterns and prints. They have regular experience of working in three dimensions, and have a growing knowledge of the work of well-known artists and craftspeople. There are occasions however when their work is not sufficiently individual, and this is mainly when the activities have been over-directed by adults. In design and technology, pupils have a secure understanding of the purpose of the design process, and are encouraged to evaluate their work against their original designs, although often evaluations are verbal rather than written. Pupils benefit from regularly working with commercial construction kits which help them to understand how things fit together, and come apart. In geography, pupils have good mapping skills, which are progressively developed as the pupils move through the key stage. Pupils have a good knowledge of the local area, and higher attainers distinguish readily between manmade and natural geographical features. In history, Key Stage 1 pupils gain a good understanding of chronology, and have a good idea of life in the past. Pupils know about different sources of historical evidence.
7. By the end of Key Stage 1, pupils' attainment in information and communication technology, music and physical education is in line with national expectations. In information and communication technology pupils acquire basic word-processing skills, and regularly use painting and drawing programs. They understand that computers need to be programmed, and this learning is enhanced when they use and program the floor robot. However, there is little direct teaching of information and communication technology, and pupils could make even better progress than they do currently. In music, pupils experience all elements of the curriculum, and sing well. However, there are too few opportunities for them to compose their own music or to engage in creative music making activities. In physical education the spread of ability is very wide, with some pupils attaining good standards, whilst others have difficulty in controlling their bodies and in co-ordinating their movements.
8. On the basis of the 2001 end of Key Stage 2 national test results, pupils' attainment in English and mathematics is above the national average, and their attainment in science is in line with the national average. In comparison with similar schools, the pupils' attainment is below average in English and science, and average in mathematics. This comparison does not give a true reflection of the pupils' capacity, because it does not take account of the high percentage of pupils with special educational needs in this particular cohort of pupils. The pupils' attainment varies from year to year, because of

differences in the natural ability of the pupils, and also because of the sometimes significant fluctuation in terms of the number of pupils who have special educational needs. The inspection findings indicate that the pupils' attainment is above national expectations in English and science, and well above national expectations in mathematics. The school sets appropriately challenging targets in English and mathematics, and is generally very accurate in its predictions.

9. By the end of Key Stage 2, pupils' attain good standards in speaking and listening and express their ideas and opinions clearly and succinctly. Most pupils are attentive listeners, who respectfully take on board the suggestions and comments of others. Key Stage 2 pupils of all ages have good reading skills, and by the end of the key stage, many pupils have higher order skills of skimming and scanning which they use to good effect when carrying out research tasks. Standards of writing are good, although some pupils are too reliant on the support of planning outlines given by their teachers, and do not have enough opportunities to come up with, and develop their own ideas for writing. Pupils use their literacy skills well to support their learning in other subjects.
10. Pupils' attainment in mathematics at the end of Key Stage 2 is very good, and a particular strength is the pupils' ability to solve problems and to carry out investigative work. Pupils have a very secure grasp of number, and often very good levels of mental agility. Pupils check the reasonableness of their answers using a wide variety of strategies, and this helps them to be accurate in their written work. Pupils have an impressive knowledge and understanding of aspects of geometry by the end of the key stage, and most pupils are working at a much higher level than expected in this aspect of their work. Good opportunities are provided for pupils to use and apply their mathematics skills and knowledge in their work in other subjects.
11. By the end of Key Stage 2, pupils' attainment in science is above national expectations. Pupils have a very secure knowledge of living things, materials and their properties, and physical processes, and competently carry out experiments. However, pupils do not have enough opportunities to set up their own investigations, or to pursue their own lines of enquiry and interest.
12. In art and design, design and technology, geography and history, pupils' attainment is above national expectations by the end of Key Stage 2. In art and design, pupils experience a wide range of activities that successfully promotes artistic skills and techniques, but they do not always make enough use of sketch books for recording preliminary ideas and designs. In design and technology, pupils make good plans and evaluations, and their making skills are secure. In history and geography, Key Stage 2 pupils develop a good range of skills, and show great interest in their local area, which is used well as a learning resource. In geography, pupils draw sensible comparisons between their own area and others further afield, and in history, pupils are starting to effectively link cause with effect.
13. In music, physical education, and information and communication technology, standards are in line with national expectations by the end of Key Stage 2. In music, there are strengths in terms of the pupils' skills of composing and performing, but pupils do not have enough opportunities to listen to and appraise a variety of music from different traditions. In physical education, as in Key Stage 1, although some pupils attain higher standards than expected in their work, the spread of ability is wide with some pupils not attaining the expected level. All pupils swim the minimum recommended twenty five metres by the end of the key stage. In information and communication technology, although pupils have experience of most aspects of the

curriculum, and are competent in these areas, their understanding of aspects of control is limited, and this is a proposed area of development within the school.

14. Throughout the school, pupils achieve well and make good progress in most subjects. Pupils with special educational needs benefit from very good levels of additional support, enabling them to keep up with their classmates in many areas of their work, and to make good progress towards their own individual targets. The school informally identifies pupils who may be gifted and talented, and ensures that these higher attaining pupils are appropriately challenged. The school currently only has one pupil who is at an early stage of learning English as an additional language, and provides good levels of additional support where this is necessary. There is no significant difference between the performance of boys and girls.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes towards school, as they did at the time of the last inspection. Parents agree that pupils behave well and enjoy coming to school. The majority of pupils, including those with special educational needs, are enthusiastic and are keen to be involved. They are highly motivated and this makes a very positive contribution to their learning and progress. During lessons, pupils of all ages and abilities concentrate very well, and older Key Stage 2 pupils show exceptionally high levels of perseverance when they encounter obstacles. From an early age pupils are encouraged to develop independent learning skills, and pupils are confident about making choices and decisions about their work. Pupils are very co-operative when they work together with partners and in small groups, and they share resources sensibly and willingly. A good example of collaboration was seen in a Year 1/Year 2 history lesson where the pupils worked in pairs to match a selection of diary extracts to pictures of famous people in history. This activity generated some good discussion and demonstrated the pupils' ability to consider and take account of the views of others.
16. Pupils respond well to the school's code of conduct, and they are very aware of what the school expects of them in terms of their behaviour. The vast majority of pupils have very high levels of self-discipline, and they are very polite and friendly towards visitors, their classmates, and all adults in the school. In the Foundation Stage most children settle quickly into the classroom routines and they are secure and happy in their learning. There are some very good opportunities for older pupils to work with and support younger pupils, such as when pupils from the Key Stage 2 classes listen to their 'partners' in Key Stage 1 when they practise their reading. These opportunities reinforce the strong family atmosphere of the school, and have a positive impact on the pupils' social and personal development. The school is an orderly environment where pupils show respect for others and for property. In all classes pupils are caring and supportive of one another. During lessons most pupils are keen to answer questions and to share their own ideas and opinions. Most pupils listen attentively during lessons and assemblies and are keen to please their teachers.
17. Behaviour is very good and has remained so since the last inspection. Pupils respond very well to the school's positive system of reward, encouragement and celebration of success. They value the award of certificates and look forward to the weekly 'celebrating achievement assembly'. Through the good provision for personal and social education, and teachers' high expectations, pupils have a clear understanding of the difference between right and wrong and the impact of their actions on others. In the playground, although pupils are often high-spirited and sometimes boisterous, they play very harmoniously together. Incidents of bullying or harassment are rare, and pupils

and their parents are confident that any problems would be dealt with promptly and effectively by staff. There have been no exclusions during the past year.

18. Relationships throughout the school are very good at all levels. In all classes pupils have a very positive relationship with their teachers and support assistants, and they know that their contributions will be taken seriously. Pupils are well aware of the school's commitment to inclusion, and understand that within the school all pupils are equal. Pupils who have special educational needs for physical difficulties are treated very sensitively by their classmates, and are very well supported and integrated into all activities. The very good relationships amongst pupils and between pupils and all adults in the school make a strong contribution to the pupils' personal and academic progress, and to the very pleasant, warm and friendly atmosphere in the school.
19. Pupils' personal development is good and is closely linked to opportunities for pupils to take responsibility and to use their own initiative. Parents agree that the opportunity for pupils to participate in the school productions has a positive impact on their personal confidence. All pupils in Year 6 act as prefects on a rota basis which is changed each half term. Key Stage 2 pupils help confidently with equipment and resources and most classes have their own monitors. All pupils have contributed to the school's code of conduct, and their own classroom rules. However, currently there are no formal opportunities for pupils' views and suggestions to be taken into account over decisions for the improvement to the life of the school. Older pupils take turns to care for the younger Key Stage 1 pupils in the playground at lunchtime. During the inspection three Year 6 pupils quite spontaneously organised games for some Key Stage 1 pupils, and spoke very sensitively to them. Pupils respond positively to opportunities to visit places of educational and cultural interest and take a full part in activities with other schools and within the community. For example, Year 6 pupils are currently working with other children in the area on a musical item that is to be presented during the Commonwealth Games ceremonies. These additional learning opportunities have a positive impact on the pupils' personal and social development.
20. Attendance is very good and is well above the national average. There is no unauthorised absence. The majority of pupils arrive at school on time. Registration and lessons start promptly, and there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' attitudes towards school and on their achievements and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Overall, the teaching in the Foundation Stage, Key Stage 1 and Key Stage 2 is good with many very good features. Of the thirty eight lessons seen during the inspection, teaching was excellent in 5%, very good in 45%, good in 21% and satisfactory in 29%. This represents a significant improvement since the last inspection, when, although all teaching was satisfactory or good, only a very small number of very good and excellent lessons were seen. The teaching has improved as a result of very rigorous monitoring by the headteacher and co-ordinators. In addition, teachers are committed to improving their teaching through professional development, and they attend a wide variety of courses and training sessions. The quality of teaching is a strength of the school.
22. Most of the Foundation Stage children are taught as a single age group in the Reception class, but a small number of Reception children are taught as part of a mixed Reception/Year 1 class. This arrangement works well, and the teachers work

closely together to ensure that the experiences for the Reception children in the different classes are similar. Good emphasis is placed on the children learning through play and practical experience, although during the inspection, some of the lessons in the Reception class were, atypically, too controlled and over-directed by the teacher. There is a good balance between activities that the teachers direct and those that the children choose themselves. Classroom assistants and teachers make a good contribution to developing the children's language by talking to them whilst they are engaged in their activities, and the promotion of the children's personal, social and emotional development is an ongoing priority. The teaching of early skills of reading, writing and mathematics is very good, and ensures that the children make very good progress in this aspect of their learning. Teachers have high expectations of the children who respond well. The children are keen learners, and are enthusiastic in their response. They work very well with one another, and show very good levels of concentration in their work.

23. The teaching of English and mathematics is good in Key Stage 1 and Key Stage 2 and ensures that pupils of all abilities make good progress as they move through the school. Good emphasis is placed on teaching the basic skills of literacy and numeracy, and there are good opportunities in all subjects for pupils to practise these skills. The school has fully implemented the National Numeracy Strategy and the National Literacy Strategy and literacy and numeracy sessions are often very well taught. However, especially in Key Stage 2, lessons are sometimes too long, and as a result, there are occasions when pupils start to lose their usually very high levels of concentration.
24. The teaching of science, art and design, design and technology, geography and history is good in both key stages. Teachers have good subject knowledge, which enables them to present activities in an exciting and challenging way. Coverage of the National Curriculum programmes of study is good, enabling pupils to build up the necessary skills, knowledge and understanding as they move through the school. Teachers often make very good use of a wide range of resources to support their teaching in these subjects, and this serves to enliven their teaching and to enhance the pupils' learning. In music and physical education, the teaching is satisfactory, but in these subjects, some teachers do not have the same high levels of confidence they exhibit in their teaching of other subjects. In information and communication technology, the teaching is satisfactory overall, and teachers have benefited from recent training. However, although there are regular opportunities for pupils to practise and use their skills to support their work in many subjects, there is currently very little direct teaching of skills to the whole class, and this limits the pupils' progress.
25. Throughout the school, teachers have very high levels of enthusiasm, and this is evident in the way in which they present new learning to the pupils. Teachers are very effective in gaining and holding the pupils' attention. They constantly involve pupils in the lesson, through asking them questions, asking them to write on the board, or as in the case of a Year 5 science lesson seen during the inspection, asking them to stick labels onto a diagram. Teachers use questions extremely skilfully, both to check the pupils' understanding and to extend their knowledge. Where the most effective teaching occurs, teachers match questions very carefully to the ability levels of the pupils, and this is an effective strategy in ensuring that all pupils, including those with special educational needs, and the higher attainers, are fully involved in class discussions.
26. Teachers have very high expectations of the pupils, both in terms of their behaviour and in terms of their academic achievement. They constantly challenge the pupils to improve their work, and ensure that all pupils are working to their full potential. The most effective teachers circulate around the class when the pupils are working, offering

advice and suggestions for improvement. In some cases, this practice of showing pupils how they can improve their work further is extended through the marking of their work. However, the quality of marking is not consistent throughout the school, and varies from subject to subject. During the inspection there were some very good examples of teachers using pupils to demonstrate, perform and share aspects of their work so that their classmates could see examples of very good practice. This serves to show pupils how they can improve the standard of their own work further, and promotes good levels of critical appraisal as the pupils positively evaluate the work of their classmates.

27. Relationships between pupils and their teachers are very good, and in some classes, they are excellent. This means that pupils have no fear of making suggestions, answering questions, or trying out new learning. Teachers know their pupils very well, and make regular ongoing assessments of their progress. However, this practice could be further extended by encouraging classroom assistants to make assessments during the introductory parts of some lessons, to note which pupils answer questions regularly, which pupils appear to have grasped a new concept, and which pupils are not taking as full a part in the activity as they might.
28. A real strength of teaching is the way in which teachers share learning objectives with the pupils at the start of the lesson. This practice is very well established in all classes. Often teachers write the learning objectives on a board or large label so that pupils are aware of the targets throughout the lesson. Where the teaching is most effective, teachers review the pupils' learning in the light of the learning objectives, highlighting aspects that have been well understood, and those that need addressing again at a later stage. This helps the pupils to gain an appreciation of their learning, and the progress they have made within individual lessons. A shortcoming in teaching across the school is the over-direction of pupils' learning by some teachers. This results in pupils not thinking enough for themselves, and in the case of art and design, music, and design and technology activities, means that the outcomes are not always sufficiently individual and creative. Although investigative activities are very well taught in mathematics, in science, pupils do not have enough freedom in their investigative work, and the highest attaining pupils are not sufficiently encouraged to pursue their own lines of enquiry.
29. The teaching of pupils with special educational needs is very good, and classroom assistants play a very important and valuable role in supporting these pupils in their learning. Within class activities, it is often extremely difficult to identify the pupils who have special educational needs, as the very effective, but unobtrusive support these pupils receive, enables them to participate fully in all stages of the lesson. Teachers are involved in writing individual education plans for pupils who have special educational needs, and take good account of these targets when planning lessons. The school only has a very small number of pupils who have English as an additional language, and their needs are fully and effectively met. Although the school does not have a formal policy for the identification of pupils who are gifted and talented, in practice, teachers are well aware of these pupils, and cater well for their needs.
30. The pupils' learning is good throughout the school. Pupils of all ages and abilities are keen to learn and the vast majority take a full and active part in their learning. Most pupils work at a good rate, and produce good amounts of written work in the allocated time. Pupils listen well to one another, and are keen to make contributions in class discussions. The good standard of reading in both Key Stage 1 and Key Stage 2 means that pupils can access information quickly and are able to carry out independent research. Pupils enjoy solving problems, and the vast majority persevere well when

they encounter difficulties. Pupils throughout the school are very effective at working collaboratively and show high levels of co-operation when working on joint tasks. Higher attaining pupils are often very kind to, and supportive of, those who have difficulties with their learning, and during the inspection there were many occasions when pupils spontaneously helped one another. Homework is used well in English and mathematics to extend and support the pupils' learning, but there are missed opportunities in other subjects.

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

31. The school provides a good quality curriculum for all pupils which is broad and well balanced. The statutory curriculum is effectively enhanced by a good range of additional learning opportunities such as visits, and extra-curricular activities. The school has a very strong and very effective equal opportunities policy which is fully implemented in practice. Pupils of all ages and abilities have full and equal access to all aspects of the curriculum. Very good use of classroom assistants enables pupils with special educational needs, and English as an additional language, to be fully involved in all activities. The curriculum meets statutory requirements in ensuring that all subjects, including religious education, are taught in Key Stage 1 and Key Stage 2. The curriculum for children in the Foundation stage is good, and fully reflects the national guidance for children of this age. Good provision is made for the pupils' personal, social and health education and the school has an agreed sex education policy in place.
32. The school has successfully implemented the national strategies for literacy and numeracy, but currently some individual lessons are a little too long. Teachers provide good opportunities for pupils to use their literacy and numeracy skills in their work in other subjects, and in some subjects, there are opportunities for pupils to use information and communication technology to support their learning, but this practice is not consistent throughout the school, or for all subjects.
33. Policies and schemes of work are in place for all subjects in Key Stage 1 and Key Stage 2, and these are regularly reviewed. The school has adopted and adapted many of the national schemes of work, and is also making good use of existing tried and tested schemes of work to ensure that pupils receive a broad range of learning opportunities. In the Foundation Stage, there is a good combination of structured and free choice activities and good emphasis is placed on the children learning through practical and first-hand experience. The planning and delivery of the curriculum take good account of the needs of the mixed-age classes in Key Stage 1 and in the Foundation Stage.
34. The school makes very good provision for pupils who have special educational needs, and ensures that they are fully involved in all activities. Individual education plans are of good quality, and targets are precise, clear and achievable. In whole class activities, tasks are closely matched to the pupils' levels of ability, and very good levels of additional support from classroom assistants ensures that pupils make good progress. The needs of pupils with statements of special educational needs are fully met. Currently only one pupil is at the early stages of learning English as an additional language, and the school's provision for this pupil is good.
35. The provision for extra-curricular activities is good, and many older pupils are involved in a range of clubs. Pupils in Year 3 to Year 6 have the opportunity to join clubs for rounders, soccer coaching, recorders, guitar, art and information and communication

technology. The French club is open to Year 5 pupils during the Autumn and Spring terms and is well attended. The choir which involves a large number of pupils from Key Stage 2 is very popular, and pupils perform regularly at community events. Most parents agree that the school provides an interesting range of activities outside lessons, although a small number feel that there should be more. The established 'After School Club' meets every day and is well attended by pupils from both key stages. Pupils in all classes go out on a range of visits to places of educational interest and many pupils of all ages are involved in school productions. Pupils in Year 6 have the opportunity to join a residential visit at Boreatton Park in Shropshire and this provides them with a wide range of additional challenges and experiences, and has a very positive impact on their personal and social development.

36. The very good links with the community make a strong contribution to pupils' progress and learning. The school is well supported by several members of the community who help regularly in classrooms, and their particular expertise when assisting with special topics enriches the curriculum. Close links are well established with the church and the Vicar is a regular visitor, and often leads assemblies and collective acts of worship. Each year pupils in Year 5 are guests at a local football club, where they attend a 'cross-curricular day', and take part in a wide variety of activities. Another local football club assists the work of the school well by regularly organising games and football training for older pupils. The well established and successful 'Enterprise Day' provides pupils in Years 5 and 6 with valuable experience in mini-enterprise and work-related challenges. The school is well supported through the input of a number of leading national companies and local businesses. Pupils contribute well to a range of activities within the local community, and the choir performs regularly at local events.
37. Very good relationships have been established with local primary and secondary schools. Pupils in Year 6 join with another small primary school for their residential visit, and the school is often linked with other schools when taking part in local community events. These opportunities have a significant and positive impact on the pupils' social development. Pupils benefit significantly from the very good liaison and learning opportunities provided by the local secondary schools. Pupils in Year 6 take part in music, information and communication technology, design and technology and art and design activities at the main receiving secondary school. To assist the school in raising the achievement of higher attaining pupils in science, staff from a science department provide good additional support, and pupils benefit from using the secondary school's facilities. The school makes good use of the large sports hall each week at a neighbouring secondary school, and this makes a good contribution to pupils' achievements in physical education. When appropriate, teachers link with secondary staff for joint training days. The very well established liaison links with the secondary schools in the area provide very good support in preparation for pupils' transfer into the next stage of their education.
38. The school's provision for pupils' spiritual and cultural development is good and the provision for their moral and social development is very good. Relationships between adults and pupils within the school are very good and reflect the importance the school places on each individual. Pupils' contributions are valued and this effectively raises their self-esteem and feelings of well-being. There are opportunities in the school day when pupils can reflect on aspects of their lives and the wonder of the world around them. The school environment is spacious and includes grassed and wooded areas that provide pupils with opportunities to seek moments of calm. During the inspection pupils in Year 2 explored these habitats as part of their science work, and gained an appreciation of some of the wonders of the natural world.

39. The provision for pupils' moral development is very good. Teachers and other adults working in the school have very high expectations of pupils' behaviour which are fully realised. Pupils of all ages have a very good appreciation of the difference between right and wrong, and this is reflected in their behaviour. Teachers and other adults are very effective in explaining to pupils how their actions affect the well-being of others, and encourage pupils to give consideration to the feelings of their classmates. Older pupils have a good understanding of moral aspects such as war, and on a more local basis, urban development and the increase in traffic. Very good use is made of stories to highlight important moral issues, and incidental opportunities that arise during the course of the day are used well to reinforce the school's expectations, and to encourage the pupils to realise the importance of making the 'right' decision.
40. The provision for pupils' social development is very good. Pupils of all ages make a good contribution towards school life and take an active role in ensuring that the school functions as an orderly community. A notable feature is the way in which older pupils help younger ones both during lesson time, as for example with reading, and also at playtime. Older pupils also have opportunities to exercise responsibility and this they do sensitively. For example, Year 6 pupils take on the role of 'prefect' and carry out their duties in a mature and sensible way. The school supports local and national charities, and this increases pupils' awareness of others who are not so well off as themselves. Participation in team games, both in physical education lessons, and in inter-school tournaments, helps pupils to understand the need for rules, and develops their awareness of 'team spirit'.
41. The provision for pupils' cultural development is good. The school has very good links with the community and this helps the pupils to develop an understanding of their own community and local cultural heritage. This understanding is further reinforced through the curriculum, particularly in subjects such as history and geography. The curriculum also provides opportunities for the pupils to learn about other cultures and communities. Older pupils have recently had the opportunity to participate in an African drum session, as part of a local initiative linked to the Commonwealth Games, and this has raised their awareness both of the music of other cultures, and also the multi-cultural dimension of events such as the Commonwealth Games. Although the school is effective in promoting the pupils' cultural development, even more could be done to ensure that the pupils are fully equipped for taking their place in a multi-cultural society.
42. Good progress has been made in developing the curriculum since the time of the last inspection, and the school has been most successful in ensuring that the breadth and balance have been maintained. The curriculum for the Foundation Stage children is very well established, and provides a good start for these children. In all classes, the curriculum is very skilfully adapted to meet the needs of individual pupils, especially those with special educational needs, English as an additional language and higher attaining pupils. The school is very effective in promoting equality of opportunity, and has good procedures to ensure racial harmony within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The provision for pupils' welfare and pastoral care is very good, and has been well maintained since the last inspection. Parents are confident that their children are safe and secure in school. Staff know pupils and many of their families well, and they are alert to their individual physical and emotional needs. Pupils with special educational needs, and those who have English as an additional language, receive very good levels

of individual support which enable them to make good progress and to take full advantage of all educational opportunities.

44. Health and safety procedures are good and the policy is well implemented by staff and governors. A regular formal risk assessment is completed by the deputy headteacher, site supervisor and the governor who has responsibility for this aspect of the school's work. Good attention is paid to potential hazards by all staff and these are recorded and dealt with promptly. During lessons and in the playground staff ensure that pupils are well supervised and that they are made aware of safe practices. Electrical equipment is checked regularly. Good provision is made for First Aid, with qualified staff on site. An accident book is kept up to date. Fire drills are held regularly.
45. Child Protection procedures are good and any concerns are well monitored and recorded. The headteacher is responsible as the trained designated person, and all staff, including lunchtime supervisors, are aware of the procedures. Good up to date personal and medical records are kept for all pupils and these are used well to support the pupils' personal needs, and to ensure that the school can quickly contact parents/carers when necessary.
46. Good procedures are in place for monitoring and promoting attendance. Registers are consistently and accurately completed. Pupils and parents are regularly reminded of the importance of good attendance and punctuality. The Educational Welfare Officer supports the school well through regular visits and follow-up action if necessary.
47. The procedures for monitoring and promoting behaviour are good and are followed consistently throughout the school. A good system of positive reward and celebration for academic and personal achievement is used well to raise pupils' self-esteem and confidence. Good procedures are in place to monitor and eliminate bullying or harassment, and any occasional incidents are dealt with promptly and effectively.
48. Procedures for monitoring pupils' academic performance and personal development are variable but satisfactory overall. Teachers are very effective in the way in which they monitor pupils' personal development, enabling them to note and address changes in the pattern of pupils' behaviour or work as soon as they arise. The early identification of pupils with special educational needs enables prompt action to be taken, and ongoing assessment is used well to measure and track the progress of these pupils.
49. Good use is made of the results of the LEA's baseline assessment procedures when the children join the Reception classes, and again when they transfer to Year 1. Teachers use this assessment information effectively to track the children's progress and attainment as they move through the Foundation Stage. In Key Stage 1 and Key Stage 2, assessment procedures are very good in mathematics and English, and satisfactory in all other subjects. Where the best practice occurs, such as in mathematics and English, pupils' progress is carefully and regularly monitored and recorded, and the results of tests and other assessments are used well to guide teachers' planning. In other subjects, teachers keep records of the pupils' overall progress and attainment, but some of these assessments are not linked to the National Curriculum levels. Pupils' overall achievements in all subjects are recorded in the pupils' individual profiles which accompany the pupils as they move through the school. Pupils' profiles also include an assessment of pupils' personal and social development. However, it is currently not possible to track on a year to year basis the progress and attainment of individual pupils in subjects other than English and mathematics. This makes it more difficult for teachers to highlight potential concerns, or for them to highlight pupils who may be gifted and/or talented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has a very good partnership with parents and this has been well maintained and strengthened since the last inspection. Parents are genuinely welcomed, and the school encourages them to become actively involved in the education of their children. The headteacher and staff are readily available to speak to parents informally at the start and end of the day, and this regular contact is valuable in ensuring that minor matters are quickly dealt with. Most parents provide quality support for their children's learning at home by listening to reading and helping with homework topics. This support has a very positive impact on the pupils' progress and the standards they achieve. All parents have supported the school by signing the home/school agreement.
51. The majority of parents are very satisfied with their children's progress and speak highly of the work of the school. Most feel that the school works closely with them and they are comfortable about asking questions and discussing any concerns. Parents agree that the school is well led and managed, and believe that the quality of teaching is good. Parents are pleased with the school's high expectations of behaviour, and agree that the school promotes positive values and attitudes. A small number of parents would like more extra-curricular activities. Whilst the inspection findings fully support the parents' positive views of the school, they do not support the view that the school should provide more extra-curricular activities. Given the relatively small number of teaching staff, the school provides a good range of out of school activities throughout the year.
52. The school values the help which numerous parents, grandparents and members of the community provide in class, and for out of school activities. During the inspection a number of parents throughout the school provided good support for groups during lessons, and helped with the preparation of resources. Parents run the school library every afternoon and support teachers well by helping pupils to choose books and ensuring that the library is well organised and managed. The school provides clear guidelines for parent-helpers. All parents and members of the community who work in school receive a copy of 'A Helper's Handbook' which sets out the school's expectations and routines, and ensures that the time spent in school is happy and constructive for both parents and pupils.
53. Parents of pupils with special educational needs are involved as soon as their child is identified as needing additional support, and their views are taken into account and valued. The school ensures that parents are kept well informed about their children's progress, and about ways in which they can help at home. Most parents are very supportive and work closely with the school by attending all review and assessment meetings.
54. The Parent Teacher Association is a very active group of parents and friends of the school. It organises regular social events which raise considerable funds each year for the school. Activities are well supported and pupils have benefited from the provision of a range of additional learning resources.
55. The quality of information for parents is good, as it was at the time of the last inspection. The headteacher sends out monthly newsletters to parents which are friendly and helpful, and which provide timely information about forthcoming events, and changes to school routines and procedures. In addition parents receive regular letters with information about specific visits and special topics. Each term classteachers

provide parents with helpful information about the curriculum and ways in which they can help at home. Additional notification of events to assist Infant parents is posted in the classroom windows. At present the school does not have its own website, and this is a proposed area of development.

56. Parents' meetings are held twice each year and are well attended. Parents are also invited to attend curriculum evenings, and these have included topics such as reading, numeracy and information and communication technology. Prior to children starting school in the Reception class, parents attend an induction evening which provides a good range of information, and which is crucial in establishing the partnership between home and school.
57. The quality of reports to parents about pupils' progress is satisfactory overall. All subjects of the National Curriculum and aspects of the Foundation Stage are covered, but the level of detail and information about progress and attainment varies from class to class. In most cases, insufficient information is provided about specific targets for development. The prospectus and governors' annual report to parents meet statutory requirements, and provide a good amount of helpful information about organisation and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher provides very good leadership for the school. She has a clear vision for the ongoing development of the school, and paces change in a very measured and effective way. Since the last inspection she has successfully led the school forward to its current position of strength, and enjoys the full support of a very effective and loyal staff and Governing Body. The headteacher is very well supported by a hard working deputy who sets a very good example through his own classroom practice. Teachers, governors, support staff and parents recognise and appreciate the very good leadership that the headteacher provides. The school has a very good ethos that is characterised by very good relationships. The school has a real sense of purpose, and enjoys a very good reputation within the local community.
59. The senior management team works effectively, and is crucial in establishing and reviewing strategies and initiatives aimed directly at improving standards, curriculum provision and the quality of teaching and learning. New ideas and changes to existing practice are considered and discussed at length in staff meetings, and as a result decisions are corporate and fully understood by all. The role of curriculum co-ordinators is very well established, and most play an effective role in developing their subjects. All co-ordinators have had some non-contact time to monitor standards in their subjects, and as a result, most have a good overview of strengths and weaknesses in standards, curriculum, teaching and learning. The separate role of the Foundation Stage co-ordinator is not firmly established, although co-ordinators are in place for Key Stage 1 and Key Stage 2. The role of the special educational needs co-ordinator is very well developed, and ensures that pupils with special educational needs are fully integrated into the life and work of the school, and that they make good progress. The school is very effective in meeting the needs of all pupils who have special educational needs, and especially those who have statements. The assessment co-ordinator has not had enough impact in terms of leading the school forward in this aspect of its work, and this role is underdeveloped.
60. Good quality procedures are in place to monitor the quality of teaching and learning in English and mathematics, and they have had a very positive impact in terms of raising standards in these subjects. The headteacher and some subject co-ordinators have observed lessons on a regular basis, and this monitoring has led to greater consistency and the sharing of very good practice. In other subjects, co-ordinators monitor colleagues' planning and are developing portfolios of pupils' work to ensure that standards are consistent across both key stages. They have carried out some monitoring through classroom observation and the scrutiny of pupils' work, and there are firm plans for this monitoring to be developed and extended. Rigorous monitoring of lessons by the headteacher has given her a very good awareness of the relative strengths and weaknesses within the school, and the information gleaned through classroom monitoring has been very successfully used as the basis of school development planning.
61. The School Development Plan is a very good and effective working document that is instrumental in guiding the school forwards. The plan outlines appropriate priorities and shows the allocation of finances from the school's budget. It includes procedures to monitor the progress and outcomes of agreed targets, and time scales for completion. The School Development Plan is closely and regularly monitored by the headteacher, governors and the senior management team.
62. The Governing Body is very effective and plays an active role in the management of the school. Governors are very supportive, well informed and knowledgeable, and are

diligent in carrying out their duties. Some governors are regular visitors, and this regular contact gives governors a realistic view of life in the school. There are designated governors for literacy, numeracy, child protection, health and safety, and special educational needs. These governors have a good overview of their areas of responsibility. Governors regularly attend training courses, and meet twice each term as a full Governing Body, and additionally as committees. These regular meetings ensure that important issues can be fully aired and discussed, so that corporate and well informed decisions can be reached. Governors are actively involved in school development planning, target setting and in analysing data about the pupils' performance in national end of key stage tests. As a group, the Governing Body has considerable personal and professional knowledge and expertise in fields such as finance, education, buildings and pastoral care which is put to very effective use for the benefit of the school and its pupils.

63. The level of financial planning and strategic use of resources is good. The school's budget is closely linked to the agreed priorities in the School Development Plan, and fully reflects the educational needs of the pupils. Financial control and administration by the school and the finance committee are good, and records of financial decisions are clear and detailed. The recommendations made in the school's last audit in 1998 have been acted upon and are fully in place. The school is currently carrying forward a substantial reserve, but most has been ear-marked for the development of an outdoor play area for the Foundation Stage children, and a classroom extension in Key Stage 2. The finance committee has a clear remit that clearly outlines its powers and responsibilities, and a system of financial regulation is in place which provides the headteacher with clear and unequivocal guidance.
64. The school applies the principles of best value well. The headteacher, staff and governors carefully analyse pupils' performance, and use data well to evaluate standards, and to set targets where improvements are needed. This has resulted in an overall improvement in National Curriculum test results at seven and eleven. Good procedures are in place to measure the cost effectiveness of major spending decisions, such as computers, building projects and human resources. The school sets appropriately challenging targets for its own development, and where appropriate and possible consults with parents about proposed changes. Taking account of the level of attainment achieved, the very good standards of behaviour and relationships, the good quality of teaching and learning, and the very good leadership and management of the school by the headteacher and Governing Body, the school gives very good value for money.
65. The school is well staffed with experienced teachers who are suitably qualified to teach the National Curriculum and the Foundation Stage curriculum. With the exception of the Year 1/Year 2 class where a very effective job-share arrangement is in place, all classes are taught by full-time permanent teachers. The school has responded well to the national initiatives for performance management, which are now well established. Governors are very much involved in the process and have received the appropriate training. All staff have annual discussions with the headteacher and identify areas they wish to develop. These are closely linked to the school's priorities and individual and whole school training needs are identified. The school has good procedures in place to ensure that new members of staff are well supported and mentored.
66. The provision of learning support assistants is very good, and the high number of support staff has a very positive impact on the learning of individual pupils and groups of pupils. An information and communication technology technician is employed for one day each week to support teachers in their use of technology. Teachers and

support staff regularly attend a broad range of professional development courses which are well matched to their needs, and which are linked closely to the priorities and targets in the School Development Plan. The commitment and hard work of the secretary, site supervisor and lunchtime supervisors all ensure the very efficient day to day running of the school.

67. Accommodation is good and well maintained. The site is very pleasant with open grassed areas, trees and shrubs. Throughout the school colourful and attractive displays of pupils' work, pictures and artefacts create a very stimulating and interesting learning environment. The school makes good use of all of the available space. The recent classroom extension and extra cloakroom and porch area in the Key Stage 1 area has provided the school with very good additional teaching space. Other classrooms and central areas are of sufficient size to accommodate the number of pupils on roll, although conditions are rather cramped in some of the junior classrooms. Firm plans are in place for the extension of some of the Key Stage 2 classrooms. The school is equipped with an attractive library area, separate music room, and a large hall which provides a good amount of space for physical education activities, assemblies, and dining. Computers are conveniently located in central areas and are easily accessible from all classrooms. The outside hard and grassed play facilities are good, and there are separate playgrounds for Key Stage 1 and Key Stage 2 pupils, a wildlife garden and a pond area. Although plans are complete, at present there is no dedicated secure play area for the youngest children to use large wheeled toys and climbing equipment.
68. Learning resources to support the curriculum are good and provision has been well maintained since the last inspection. There is a good range of resources for the teaching of all subjects and many of these are of good quality. Resources are used effectively and are generally easily accessible to staff and pupils.
69. The school was last inspected in November 1997. Since that time, the school has improved at a very good rate overall. The school has fully addressed all of the issues identified at the time of the last inspection. The staff, headteacher and Governing Body are fully committed to maintaining, and where possible improving the current high standards across many aspects of the schools' work. The very good team work amongst staff, and the high levels of commitment from all those involved with the school, ensure that the school is very well placed for further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no major areas of weakness in its work, but should consider addressing the following minor points for development:-

- improve consistency in terms of the use of information and communication technology to support pupils' learning across the curriculum;
- further develop assessment systems for the subjects other than English and mathematics so that pupils' attainment and progress can be closely tracked and monitored as they move through the school;
- make even more effective use of homework to extend and enhance pupils' learning across all areas of the curriculum;
- ensure that pupils of all ages are not over-directed by adults, especially in practical activities, so that their creativity can have full rein;
- nominate a co-ordinator for the Foundation Stage;
- ensure that literacy and numeracy sessions are not over long, especially in Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

38

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	8	11	0	0	0
Percentage	5	45	21	29	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 more than two percentage points.

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)	N/A	239
Number of full-time pupils known to be eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.4
National comparative data	5.2

School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	17	17	17
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	89 (90)	89 (90)	91 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	17	17	17
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	89 (90)	91 (90)	89 (90)
	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	21	14	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	13	12	14
	Total	28	30	33
Percentage of pupils at NC level 4 or above	School	80 (97)	86 (94)	94 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	17
	Girls	13	13	13
	Total	29	31	30
Percentage of pupils at NC level 4 or above	School	83 (88)	89 (91)	86 (91)
	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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	163

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	529164
Total expenditure	515612
Expenditure per pupil	2189
Balance brought forward from previous year	115271
Balance carried forward to next year	86859

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	3	1	1
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	57	41	2	0	0
My child gets the right amount of work to do at home.	40	48	9	2	1
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	48	40	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	4	1	2
The school expects my child to work hard and achieve his or her best.	69	30	1	0	0
The school works closely with parents.	43	45	9	1	2
The school is well led and managed.	57	39	0	1	3
The school is helping my child become mature and responsible.	59	38	0	2	1
The school provides an interesting range of activities outside lessons.	36	32	13	3	16

PART D:

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The provision for the children in the Foundation Stage is good overall, and has some very good features. The quality of the provision has been maintained since the time of the last inspection. The school has no Nursery class, and accepts children into the Reception classes at the start of the year of their fifth birthday. When they start school, the attainment of most of the children is above the level expected for their age in language and mathematics. The inspection findings indicate that by the time they start Year 1, most children attain above the expected level in communication, language and literacy, mathematical development, personal, social and emotional development and in their knowledge and understanding of the world in which they live. Their attainment in the physical and creative areas of learning is at the expected level.
71. The vast majority of the children in the Foundation Stage are taught as a single age group in the Reception class, but some are taught as part of a mixed Reception/Year 1 class. This arrangement works well and the teachers co-operate very effectively to ensure that the Reception children in the two classes have similar learning experiences. With the exception of creative development, where the teaching is satisfactory, the teaching of children in the Foundation Stage is good in all areas of learning, and some excellent teaching was seen during the inspection in the joint Reception/Year 1 class. All of the Reception children enjoy taking part in a good mixture of structured and free play activities, and benefit from frequent opportunities for them to experience and practise newly acquired concepts in a practical way. Learning support staff, classroom assistants and volunteer helpers are well briefed and make a significant and positive contribution to the quality of teaching and learning in the Reception class.
72. Good use is made of the results of the LEA's baseline assessment procedures when the children join the Reception classes, and again when they transfer to Year 1. Teachers use this assessment information effectively to track the children's progress and attainment as they move through the Foundation Stage. Teachers make regular ongoing assessments throughout the Reception year, and good account is taken of this information when planning the next stage of the children's learning. Teachers are very effective in identifying children who may have special educational needs, and this early identification means that the children's difficulties can be quickly assessed and addressed.
73. The accommodation for the Reception children is good, and the classrooms have easy access to a shared work/play area that is in regular use throughout the day. The Reception children have access to a very good range of resources which they use very effectively to support their learning. At present the Reception children have no access to a secure outdoor play area and do not have sufficient resources in terms of large outdoor play equipment. However, firm plans are in place for a well resourced play area to be set up in the very near future. The main school play areas and surrounding grounds are very attractive, and the children have regular access to these facilities. The school hall is well equipped with apparatus, and the children use the hall regularly for whole-class physical activities.

74. Links with parents are very good and parents regularly receive up-to-date information about the progress being made by their children. Parents are very supportive of the school, and during the course of the inspection, parent helpers made an important contribution to the children's learning in the classroom and in the role-play area.

Personal, social and emotional development

75. By the end of the Reception year almost all children attain beyond the Early Learning Goals in terms of their personal, social and emotional development. The children make good progress overall, and benefit from good teaching.
76. The vast majority of children are lively, highly motivated and are keen to take an active part in their learning. They have very good levels of independence, and are encouraged to make frequent choices and decisions about their work, and to take responsibility for selecting resources and putting them away after use. Teachers, and other adults who work with the children regularly, have high expectations of behaviour, and the children are polite, kind and cheerful when working with others.
77. There are very good opportunities for the children to learn how to work and play co-operatively and collaboratively, and in the main children work well together. Incidental conversation between the children when they are at play promotes good social development. For example, during the inspection, children were observed working in pairs in the 'building' tray, and were animatedly discussing the best way of building a house, and of concreting the bricks together. Children in the painting area constantly looked at the work of their classmates, offering praise and suggestions for improvement. Most children share resources willingly, although there are times when children become frustrated, when waiting for a classmate to finish using a particular toy, or pot of paint.
78. Reception children have very good levels of concentration and perseverance, and spend good amounts of time on an activity, even when they encounter problems. In whole-class sessions, they listen well to their teachers' instructions and explanations, and also to the contributions of their classmates. Teachers are very effective in building up the children's levels of self-esteem, and as a result, almost all children have very good levels of confidence, and are keen performers.

Communication, language and literacy

79. By the end of the Foundation Stage most children attain well beyond the Early Learning Goals in terms of communication, language and literacy. The good quality of teaching, and the contribution made by support staff, classroom assistants and volunteer helpers, have a very positive impact on the children's learning, enabling them to make good progress. The children are immersed in a language rich environment, and this has a very positive impact on their learning. All of the equipment is neatly and clearly labelled, and displays are annotated to encourage language learning.
80. The promotion of spoken language is an ongoing priority in the Reception classes, and there are many very good opportunities for the children to communicate with adults and with one another, both formally, and through play opportunities. By the time they transfer to Year 1, most of the children are very efficient and effective communicators. They make good use of a wide vocabulary, and are keen to try out new words. The children have many opportunities for singing and speaking rhymes, and they enjoy taking part in the 'Big Book' stories with which they are familiar. In role-play activities, the children have the opportunity for acting out the language of real life in fantasy

situations. For example, during the inspection, following the visit of a local 'vet', the children were acting out the various roles of the personnel in a 'vet's surgery' with considerable enthusiasm, using the appropriate terminology. Of note is the way in which they children vary the tone of their voices when playing with some of the 'small world' resources. For example, the children playing with the 'Pirate's Island', took on the voices of 'scary pirates' when sailing around the island in their boats to find treasure chests. Likewise, the children playing in the 'building tray' took on the voices of 'truck drivers' when they were loading and unloading cement and bricks. Adults play a crucial role in developing the children's spoken language and do so in a very effective and unobtrusive manner, by asking questions about the ongoing activities, or introducing subject specific vocabulary.

81. The children's reading skills are above the expected level by the end of the Reception year. Reading is promoted as an enjoyable activity by staff, and the children are often excited when listening to a new or favourite story. Very good use is made of 'Big Books' in the Reception classes to introduce the children to the conventions of reading. The children are encouraged to read well-known sections with expression, and to 'guess' what might come next in the sequence of events. The classrooms are well resourced with attractive books which the children are encouraged to handle and to 'read'. In addition, the children also have good access to audio tapes which they enjoy listening to. The children respond very enthusiastically to pictures in books, and are often highly appreciative of the work of illustrators. Higher attaining children know that pictures can often provide much needed clues when they encounter unfamiliar words in their individual reading books. All children in the Reception year have access to the school library, which is situated close to their classroom and which contains a good selection of children's literature. This experience gives them a wider understanding of books, and an appreciation of the importance of books as a leisure activity.
82. The children make very good progress in their writing as they move through the Foundation Stage, and by the end of the Reception year, most have a very good understanding of the notion of writing as a means of communication. Many children have an exceptionally good understanding and knowledge of some of the conventions of writing. For example, some children show a grasp of the purpose of full stops and capital letters as they write sentences. The children's books show very good progress from the initial mark-making stage, to rudimentary letter formation, and finally, for the highest attaining children, to the use of a neat hand to produce clear sentences of some complexity. Although teachers encourage accurate spelling, this is not at the expense of constraining the children's imaginations and creativity.

Mathematical development

83. By the end of the Foundation Stage, most children are attaining beyond the Early Learning Goals in terms of their mathematical development. The quality of teaching is good and has very good features. This ensures that children make good progress, especially in developing their ability to apply their mathematical knowledge to solving simple problems. Teachers have worked hard to create a stimulating learning environment for the children, and the walls of the classrooms and work areas contain a wide range of attractively presented mathematical information, and a great deal of reinforcement about number facts.
84. There are daily opportunities for the children to practise their counting skills, and a good level of challenge is built into these oral activities so that children of all abilities are appropriately stretched in their learning. Many children count confidently to numbers well beyond twenty, and some children understand that numbers can be very large

indeed. Good use is made of counting songs and rhymes to bring mathematics alive for the children, and many of these songs are very helpful in helping the children to count backwards as well as forwards. By the end of the Reception year, many children have a good understanding of addition and subtraction, and written tasks are always well supported by practical activities that enable the children to physically represent the 'sums' they are recording.

85. There are good opportunities for the children to sort and match objects, and by the end of the Foundation Stage, many children choose their own criteria for sorting, such as the colour or shape of objects. As they play, the children use a good range of mathematical vocabulary to describe and accompany their activities. There is good adult intervention when the children are working in the sand or water areas, which ensures that opportunities for extending the children's mathematical vocabulary are seized upon. As a result, children confidently use comparative vocabulary, such as bigger/smaller, heavier/lighter as they play. Higher attaining children are beginning to gain an understanding of how the same quantity of water or sand can look quite different depending on the container it is in. Many of the children quickly name and recognise a wide range of two and three dimensional shapes, and know and describe the properties of common two dimensional shapes such as squares, rectangles, triangles and circles.

Knowledge and understanding of the world

86. By the end of the Foundation Stage most children attain beyond the Early learning Goals in this area of their development, and the good quality of teaching ensures that they make good progress.
87. The children learn how to observe carefully, and are keen to find out about living things. By the end of the Reception year, most children know the life cycle of a butterfly, and use appropriate vocabulary such as 'pupa' and 'chrysalis' to explain this life process. Most children are beginning to make a distinction between things that are living and those that are not, but they are not yet at the stage of making the further distinction between things that have lived but are now dead, and those that have never lived. The children have a good general understanding and knowledge of mini-beasts, and accurately suggest the likely habitats for ladybirds and caterpillars. There are some good opportunities for the children to study nature, such as when they went for a walk in the local woods, and subsequently drew pictures of the bluebells they had seen. The children have a good understanding of the need to be kind to living things, and to care for animals. This learning has recently been well reinforced as the children have enacted 'life in the vet's surgery'. Good use is made of stories such as the 'Enormous Turnip' to help the children to gain an early understanding of forces in terms of pushes and pulls.
88. Through their work with paints, and the production of portraits of themselves and others, the children have developed an understanding of their individuality, and also their place in the family and the community of the school. Most children have a good understanding of the family structure, and work out quite complex relationships. The children's understanding of the past is developing at an appropriate rate, although most children have difficulty in accurately ordering past events. Higher attaining children have an understanding of how things change over a period of time, and know for example, that cars have not always been the popular mode of transport they are today.
89. The children have regular and frequent access to the classroom computers, and are skilled in moving and controlling the mouse and using the keyboard. The children work

through a variety of different programs, and quickly learn new routines. Most children have high levels of confidence, and are keen to explore the potential of new programs. Through their recent work with computers, the children have associated their own work in recording the weather with the weather map available on the computer. This particular activity has given the higher attaining children the idea of how important computers are in terms of presenting information on television weather forecasts, for example.

90. There are many very good opportunities for the children to develop construction skills, and the children's learning is enhanced by very good resources. Commercial construction kits are used regularly by the children as they build towers, and put rail and road tracks together. The children often demonstrate high levels of social involvement as they work in pairs and small groups, sharing the designing and building tasks, and consulting with one another about changes to the finished models. The children particularly enjoy using the 'small world' equipment to create a fantasy world of dragons and knights, and manipulate these small pieces with ease and accuracy. The children regularly work with dough, and use cutting and shaping tools with precision.

Physical development

91. By the end of the Foundation Stage most children attain the Early Learning Goals in this area of their development. The children currently have no access to a dedicated outdoor play area, or large play equipment such as climbing frames and wheeled toys, and this means that there are some gaps in their education, and in terms of the provision for their physical development. The school has recognised this deficiency, and firm plans are in place to set up an outdoor play area. The good quality of the teaching, and the use of good indoor facilities, redeem some of the deficit but with a properly designated and equipped play area teaching and learning could be improved even further. The children make satisfactory progress overall.
92. By the end of the Foundation Stage, most children show a good awareness of space and act safely in whole-class and group work. They listen carefully to their teachers, and follow instructions when carrying out their activities. In the lessons observed during the inspection, all of the children understood the reasons for 'warming-up' and 'cooling-down' before and after strenuous physical exercise. In group work, those children who are most proficient at an activity often spontaneously help those who still lack expertise or confidence, and this promotes very good levels of social development. Many of the children are very keen to share their work with their classmates, and are very willing volunteers when the teacher asks individuals to perform their work. The children are very appreciative of the efforts of others, and observe well.
93. In the classrooms, and in the shared play and work areas, children are very well controlled and co-ordinated in their movements. They move around with a good sense of purpose and accuracy, avoiding obstacles with ease. The vast majority of children use scissors, pencils, brushes and other small tools efficiently and with good levels of control. Some of the 'small-world' resources, such as the building tray, with bricks and diggers, and the 'Pirate Island', have very small component parts which the children handle with skill and precision. Regular opportunities for the children to play with these resources are very effective in promoting and developing the children's manipulative skills.

Creative development

94. Teachers provide good opportunities for the Reception children to develop their creative talents, and there are daily painting, drawing, modelling and role play activities. Music making activities are less frequent, although there are daily opportunities for the children to sing songs and to recite rhymes. By the end of the Foundation Stage, most children attain the expected level in this area of learning. Whilst the quality of teaching is satisfactory, and the children make satisfactory progress, some activities are over-directed by adults, resulting in all children producing very similar outcomes. This is most evident in art and craft activities when the children often use the same materials and media for their models or pictures.
95. By the end of the Reception year, many of the children have a good appreciation of how to mix paints to achieve a desired shade or colour, and know that primary colours can be mixed to create secondary colours. However, teachers often prepare the paints for the children, and the children's learning would be further advanced if they had opportunities to mix their own colours, and to alter the texture of the paints. The children produce colourful pictures and regularly use a variety of objects to print repeated patterns. Children successfully developed their skills of observation when they reproduced bluebells following a walk to a local wood. For this activity the children used pastels, and learned how the colours can be blended. The children have recently made mini-beast models from egg cartons, and whilst the results are attractive, all of the models are very similar, and the activity did not challenge the children sufficiently in terms of their creativity.
96. Most of the children have a good appreciation of how sounds are produced using musical instruments, and in the Reception/Year 1 class, the children have designed and made their own instruments, which they regularly use in music lessons. These same children have also listened to the composition, 'Peter and the Wolf', and some children are very skilled in matching the picture of the instrument with the story character. Most children know that instruments can be shaken, banged or struck in order for a sound to be produced, and are aware that different sounds create different moods and effects. Reception children regularly sing a wide variety of action songs, and enthusiastically sing in assemblies.
97. The role play area is currently set up as a 'vet's surgery', and the children enjoy taking on the various roles. However, the conventions of the situation sometimes take precedence over the creative element, and more imaginative play is often seen when the children are working individually or in pairs, using 'small-world' resources. Good adult intervention ensures that the children develop appropriate vocabulary whilst they are engaged in role play in the 'vet's surgery', but at times, this interrupts the flow of the activity and constrains the children's imaginations.

ENGLISH

98. The school has made good improvement since the last inspection when pupils' attainment at the end of both key stages was broadly in line with national expectations. A significant improvement has been the development of the role of the literacy co-ordinator whose effective management and monitoring of the subject have raised the profile of all aspects of English throughout the whole school.
99. The results of the end of Key Stage 2 2001 national tests indicate that pupils' attainment is above the national average. In comparison with similar schools, pupils' performance is below average. This picture is not typical. For the three years prior to 2001, the pupils' attainment was well above the national average. There is some variation in the results from year to year as a result of differences in the natural ability of the pupils. The 2001 cohort contained a high proportion of pupils with special educational needs. The end of Key Stage 1 2001 test results for 2001 indicate that pupils' attainment is above the national average in reading and writing. In comparison with similar schools, the pupils' attainment is average in reading, but below average in writing. As in Key Stage 2, the results are not consistent from year to year because of differences in the natural ability of the pupils.
100. The inspection findings indicate that the overall standards achieved by pupils in English at the end of both Key Stages are good, and are above national expectations. The school's predictions suggest that the results of the 2002 end of key stage tests may be even more positive than the inspection findings. Slight discrepancies arise because the tests do not measure the pupils' performance across all aspects of the English curriculum. The successful implementation of the National Literacy Strategy, together with the school's thorough monitoring and assessment procedures, ensure that pupils of all ages and abilities make good progress and achieve the standards of which they are capable. The school has used assessment information well to identify areas for improvement, and has identified extended writing, spelling and handwriting for further development.
101. Pupils make good progress as they move through the school. The school has worked hard to ensure that boys and girls make similar progress by carefully planning resources and lessons to make English accessible and interesting to all groups of pupils. Pupils with Special Educational Needs make good progress, and benefit from very good levels of support from their teachers and from classroom support staff. The school has successfully introduced the Early Learning Support programme for Year 1 pupils, and plans to provide similar additional support for Year 5 pupils. Higher attaining pupils are well challenged in lessons, and often achieve very high standards in their work.
102. Standards in speaking and listening are above national expectations at the end of both key stages. By the end of Key Stage 1, pupils answer questions sensibly, and contribute well in class. For example, pupils in a Year 2 class spoke enthusiastically about the shared reading text 'The Blue Whale'. The teacher successfully used the pupils' contributions, and skilfully extended their ideas and vocabulary. Questions are used well by teachers to ensure that pupils take a full and active part in class discussions, and pupils are encouraged to give extended answers where possible. Across the curriculum there are good opportunities for the pupils to talk about their work, and to acquire and practise subject specific vocabulary. For example, in a Reception/Year 1 geography lesson, pupils spoke enthusiastically about the seaside, describing different parts of the environment as 'fragile', 'natural' and 'manmade'. Pupils make good progress as they move through Key Stage 2, and by the end of the key

stage, most pupils speak with high levels of confidence, and are skilled at answering questions and giving their opinions in lessons. Pupils use a rich and varied vocabulary to express their ideas, and this enables them to be clear and concise. However, even more opportunities could be provided for Key Stage 2 pupils to verbally evaluate their learning at the end of lessons, or to deliver prepared presentations to the rest of the class. Pupils throughout the school listen attentively and with very good levels of concentration. They follow instructions carefully, and respond quickly to requests.

103. Standards in reading are consistently high across both key stages and are above national expectations for most pupils. Pupils of all abilities make good progress as they move through the school, and enjoy many opportunities to develop their reading skills, and to develop a love of literature and books. Reading resources are very good. The school has a well stocked library which includes a wide range of fiction and non-fiction books, many of which are very effective at promoting the pupils' cultural development. The school uses a variety of reading schemes to provide structure and progression for its pupils, and pupils benefit from regular opportunities to practise their reading at home and at school.
104. By the end of Key Stage 1, pupils of all abilities are very confident readers who enjoy reading aloud to an audience. Most pupils have a good understanding of what they read, and use their phonic knowledge to decode unfamiliar words. Higher attaining pupils read with high levels of fluency, expression and accuracy, and are keen to predict the next stage of the story, or to give brief 'pen-portraits' of their favourite characters. The weekly practice of older Key Stage 2 pupils pairing with Key Stage 1 pupils for reading is very effective, both in terms of promoting reading as a pleasurable activity, and in promoting the pupils' social skills.
105. Pupils continue to make good progress as they move through Key Stage 2 and by the end of the key stage, most pupils are good and confident readers. The range and challenge of texts increases appropriately, and many pupils have an impressive knowledge and understanding of a variety of books. Most Key Stage 2 pupils read with good levels of expression and fluency. They express their preferences for different genres of literature, and most pupils are keen to discuss different aspects of books they have read. During the inspection, Year 5 pupils developed their skills of inference and deduction when studying a range of multi-cultural texts. More able pupils considered and evaluated relationships, social customs, attitudes and beliefs in the context of their own experience. Key Stage 2 pupils make good progress in learning reference skills, and older pupils are very confident when using dictionaries, glossaries and indexes. Research skills, involving the use of information and communication technology in English lessons, are improving, and are an ongoing area of development within the school. Pupils have good access to the internet, and during the inspection, Year 4 pupils, studying the author Anne Fine, successfully extracted information and answered questions from the author's website.
106. Pupils' attainment in writing is above national expectations at the end of both key stages. The school has worked hard and successfully to raise standards in writing, and this is still an ongoing area of development. Key Stage 1 pupils make good progress, and by the end of the key stage, most pupils write sentences independently and are able to plan their stories effectively. They spell words with increasing accuracy, and their handwriting is generally neat and well formed. Pupils are provided with many opportunities for writing for different purposes. For example, pupils have experience of writing instructions, retelling stories, writing persuasively, writing character descriptions and composing factual reports. However, pupils do not have enough opportunities to write imaginatively, or to write without a given format or writing plan. Higher attaining

pupils use punctuation consistently, including speech marks, exclamation marks, capital letters, full stops and commas in their work.

107. Pupils make good progress in writing as they move through Key Stage 2. By the end of the key stage, pupils write in a wide range of styles and genres including play scripts, letters, stories, poems, formal reviews and reasoned arguments. For example, Year 6 pupils have presented well thought out arguments both for and against foxhunting, zoos and school uniform. Pupils organise their ideas well, and benefit from good teaching of basic writing skills. However, there are currently too few opportunities for the pupils to generate and follow through their own ideas for writing, and some pupils are too dependent on writing plans and structures that are provided by the teachers. Good guidance is given to pupils about how they might improve their writing and pupils respond well to these suggestions. Grammar, spelling and punctuation are systematically and well taught throughout Key Stage 2, and pupils are effective in the way in which they transfer this learning to their writing. Marking across both key stages is generally satisfactory although it is inconsistent. Some teachers provide good guidance, and set individual targets to enhance the pupils' learning, but this is not the case in all classes. Standards in handwriting are generally good, but as with marking, teachers are not always consistent in ensuring that pupils follow the principles they have been taught. Overall, pupils are generally tidy and have a pride in the presentation of their written work.
108. The quality of teaching and learning is good overall, and some very good examples of teaching were seen during the inspection. Teachers often present lessons in a very enthusiastic manner that captivates the pupils' attention and interest. Pupils in all classes have very positive attitudes to their learning, and behave extremely well. Teachers have a good knowledge and understanding of the National Literacy Strategy, which is effectively implemented in all classes. However, some of the lessons are too long, and this reduces the time available for other subjects and aspects of the school's work. Teachers' planning is a strong feature, and the learning aims for each lesson are clearly stated, and are shared with pupils at the start of lessons. Activities are well matched to pupils' abilities, and very good support for pupils with special educational needs ensures that these pupils are able to take a full and active part in all lessons. Lessons are usually well paced, and teachers have high expectations of the pupils. Homework is used well throughout the school to support and extend the pupils' learning.
109. The leadership and management of the subject are good. Rigorous monitoring of classroom practice has led to improvements in the quality of teaching, and improved standards. However, although some scrutiny of the pupils' work takes place, a more systematic approach to this would enable minor issues such as handwriting and marking to be more effectively tracked so that whole-school practice is more consistent. The procedures for monitoring and tracking pupils' progress and attainment as they move through the school are very good, and reflect the tremendous amount of work and effort that the co-ordinator and staff have invested in this aspect of the school's work. The school has rightly identified the need for pupils to make more use of classroom computers on a daily basis to support pupils' work in English. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and very good use is made of stories to highlight important values and attitudes, and to raise issues such as the environment and pollution .

MATHEMATICS

110. The 2001 end of Key Stage 2 national test results in mathematics are above the national average, and average in comparison with similar schools. The school predicts

that the 2002 test results will be much higher, and this view is confirmed by the inspection findings, which indicate that pupils' attainment at the end of Key Stage 2 is well above national expectations. The 2001 end of Key Stage 1 national test results show that pupils' attainment is well below the national average, and well below average in comparison with similar schools. This picture is not typical. A high percentage of pupils in the 2001 group had special educational needs, and this affected the test results. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is above national expectations. The school has made very good improvement in mathematics since the time of the last inspection. Standards are higher than they were at the end of both key stages, and the school is much more effective in the way in which it analyses test results and other assessment information to highlight strengths and weaknesses in teaching and learning. Pupils of all ages and abilities make good progress overall as they move through the school, and in the upper part of Key Stage 2, pupils make very good progress in their learning.

111. Throughout the school, a strength of learning is the pupils' ability to use and apply their mathematical knowledge and understanding to new and real life situations. Pupils are confident when faced with problems, and solve them systematically and often creatively. From an early age they have regular practice in reading and solving word problems, and are encouraged to approach problems from a variety of different angles. Teachers are very effective in promoting mathematical vocabulary, and this is most noticeable in the upper part of Key Stage 2, where pupils consistently explain their work in mathematical terms, often using advanced vocabulary to ensure absolute clarity. Pupils of all ages successfully use their numeracy and mathematical skills to support their work in other subjects.
112. By the end of Key Stage 1, pupils' knowledge of number is above national expectations. Pupils have a secure grasp of the notion of place value, and readily separate hundreds, tens and units. Their mental mathematics' skills are developing well, and the higher attaining pupils often have immediate recall of number facts up to twenty. In a very good lesson seen during the inspection, the teacher encouraged Year 2 pupils to visualise the one hundred number square in their minds. She then proceeded to ask the pupils to add ten onto given numbers. This task was highly effective in helping the pupils to use their knowledge of pattern in number to help develop their mental agility. Practical tasks are often used very effectively to help the pupils to understand new concepts. For example, during the inspection, Year 2 pupils physically manipulated counters into groups of two, three and four, when they were exploring the commutative nature of multiplication. Through doing this task the pupils quickly came to realise that four sets of two, produced the same answer as two sets of four. Pupils are very productive, and complete good amounts of written work. Their written calculations are neatly set out, helping the teacher to see the processes they have used. Most of the higher attaining pupils have a good understanding of the infinity of number and pattern, and quickly and accurately order very large numbers. Lower attaining pupils, and those with special educational needs, lack the speed of their classmates when carrying out mental mathematics activities, and are slower to grasp new ideas. Nevertheless, because of the good support they receive in lessons, they make good progress and achieve well.
113. By the end of Key Stage 1, most pupils have a good knowledge and understanding of aspects of shape, space and measure. A good amount of time is given to this aspect of the mathematics curriculum, enabling pupils to have regular and frequent practice in estimating and measuring. Pupils are confident when talking about standard units for measuring length, weight and capacity, and make increasingly accurate estimates as they move through the key stage. Some good opportunities are provided for pupils to interpret information and to solve problems, such as when they were given a range of

lines of different lengths, and were asked to write sentences about the relationships between the lines. Some of the sentences were complex, and demonstrated the pupils' very good understanding. For example, 'Line B is longer than line A, but is not the longest line in the group'. Most pupils have a good knowledge of both two and three dimensional shapes and their properties. Although many pupils can tell the time by the end of Key Stage 1, not all pupils reach this stage. Most pupils work well with money, and this aspect of their learning is enhanced by regular practical opportunities for them to handle money in 'real-life' contexts.

114. By the end of Key Stage 2, pupils' knowledge of number is very good, and often quite impressive. This is the result of good teaching throughout the school, and very good teaching in the upper part of Key Stage 2. Older Key Stage 2 pupils are very highly challenged in this aspect of their mathematics work. Mental mathematics sessions are fast, demanding, and very effective in reinforcing the pupils' understanding of number and pattern. Pupils are taught how to use a variety of strategies for checking the accuracy and reasonableness of their answers, and they do this well. Higher attaining pupils use their knowledge of pattern in number very effectively when checking their answers. For example, pupils know that an odd number multiplied by an even number will result in an even number, whilst two odd numbers multiplied together will result in an odd number. Pupils of all abilities are encouraged to explain the processes they use when performing calculations and this helps them to clarify their thinking, and provides useful models for lower attaining pupils who are struggling to explain how they arrived at their answers. Pupils have very good opportunities to use calculators when dealing with larger numbers, such as in an investigative mathematics lesson seen during the inspection, when Year 6 pupils were multiplying numbers, with a view to arriving at an answer of one million. Most pupils are very confident when using calculators, although the lower attaining pupils do not always check the reasonableness of the answers, and do not fully appreciate that a calculator is only as reliable as the information it has been given. Higher attaining pupils have a very good knowledge and understanding of the relationship between percentages, decimals and fractions, and quickly convert from one to the other. Most pupils use 'rounding up' strategies well to help them in their number work, although some of the lower attaining pupils find this quite difficult. For example, when multiplying forty nine by three hundred, higher attaining pupils will round forty nine to fifty, and then subtract three hundred from the final answer. Throughout the key stage pupils are very confident when working with numbers, and this is mainly because of the very good, enjoyable opportunities that are provided for them to explore and investigate number and pattern.
115. By the end of Key Stage 2, pupils' attainment in the aspect of shape, space and measure is very secure, and their understanding and knowledge of geometry are excellent. Pupils know the names and properties of two and three dimensional shapes, and higher attaining pupils make generalisations about the relationship between the number of corners, edges and faces. Pupils have a good understanding of symmetry in shapes, although lower attaining pupils are not always confident when explaining the order of rotational symmetry. In their geometry work, pupils have looked at different types of angles, and appropriately and accurately describe them as right, obtuse, reflex and acute angles, and higher attaining pupils have a very good grasp of the notion of adjacent, opposite, corresponding and alternate angles. Pupils of all abilities are very interested in looking at shapes, and the majority achieve well beyond the expected level in this aspect of their mathematics work. Almost all pupils know how to work out the perimeter and area of regular shapes, and higher attainers have a good understanding of how to use and apply this knowledge when calculating the perimeter and area of irregular shapes. Pupils work confidently using metric measures of length, weight and capacity, and by the end of the key stage, pupils know some of the imperial equivalents

that are still in common use, such as pints, pounds, ounces and stones. The learning of the highest attaining pupils was successfully extended when they considered the pre-decimal system of money, and gained an appreciation of the different 'bases' that were used to convert pennies to shillings, and shillings to pounds.

116. Key Stage 2 pupils have good opportunities to handle data, and achieve very good standards in this aspect of their mathematics work. Pupils of all abilities know how to construct a wide range of different types of graphs, charts and mathematical diagrams, such as Venn and Carroll diagrams, and are very skilled at interpreting information from given graphs. By the end of the key stage, most pupils have a very secure grasp of the notion of probability, and confidently give examples of events that are certain to occur, likely to occur, or unlikely to occur. Higher attaining pupils appreciate that the 'odds' do not alter even when a particular pattern suggests that this may be the case. For example, when considering whether a coin will land 'heads' or 'tails' up, the pupils know that even after the coin has landed 'heads' up fifty times, the chance of it landing on 'heads' or 'tails' on the fifty-first throw is still 'fifty fifty'.
117. The quality of teaching and learning is good overall, and some very good examples of teaching were seen in most classes during the inspection. The teaching is of a consistently very good standard in the upper part of Key Stage 2, and this contributes to the very high standards achieved. Teachers have a good subject knowledge, and present lessons in an exciting, confident and enthusiastic way. Introductory mental mathematics sessions are invariably very well paced, and involve pupils of all abilities. Teachers are very effective in the way in which they encourage pupils to explain how they arrive at their answers, and in the way in which they use questions to check the pupils' understanding of new concepts. Where the teaching is most effective, teachers use resources extremely well to illustrate important teaching points, and to reinforce the pupils' learning. For example, in a Year 2 lesson seen during the inspection, the teacher used coloured transparent counters very effectively on an overhead projector, to show the pupils the different ways in which eight, nine and twelve counters could be grouped. Pupils were very keen to be chosen to rearrange the counters, and this activity held their attention extremely well. Lesson objectives are often shared with the pupils at the start of the lesson, and this gives the pupils a clear focus, and an understanding of what is expected of them. The most effective teachers make good use of ongoing assessment when planning the next stage of the pupils' learning, but this very good practice is not consistent across the school. All teachers place good emphasis on developing the pupils' mathematical vocabulary, and in ensuring that they have the skills for decoding word problems. This prepares them well for working under test conditions. Pupils throughout the school enjoy mathematics and approach their learning with high levels of enthusiasm. Pupils work hard in lessons, and invariably show very good levels of concentration. Older Key Stage 2 pupils approach investigative work with good levels of method, and organise their learning effectively. Very good support for pupils with special educational needs ensures that they take a full and active part in all activities, and classroom support staff make an important contribution to the learning of these pupils. Homework is set regularly, and most pupils conscientiously complete these tasks. Although work is marked regularly, comments do not always show pupils how they might improve their work further.
118. The subject is very well led by an extremely enthusiastic and effective co-ordinator. He has a very good grasp of standards across the school, and an appreciation of the strengths and relative weaknesses in teaching and learning. Rigorous monitoring of lessons by the co-ordinator and headteacher have led to improved standards in both key stages since the last inspection, and the very thorough analysis of end of key stage test results provides a good focus for the next stage of the development of the subject.

Assessment procedures are well established and are very good. Standardised tests are used across the school to measure the pupils' progress and to ensure that accurate targets can be set. Booster classes, and extension classes for Year 6 pupils successfully help the lower and higher attaining pupils to achieve their potential, and the school is committed to ensuring that this additional support continues. Good use is made of information and communication technology to support pupils' learning in mathematics, although even more could be done to develop the older Key Stage 2 pupils' understanding of devices such as spreadsheets and databases. Resources for the subject are good, and are well used by pupils and staff. The school is very well placed to continue to develop the subject and to maintain the currently very high standards attained by pupils at the end of Key Stage 2.

SCIENCE

119. The results of the 2001 end of Key Stage 2 national tests show that pupils' attainment is in line with the national average. In comparison with similar schools the results are below average. The 2001 end of Key Stage 1 teacher assessments indicate that the pupils' attainment is below the national average. The 2001 results in both Key Stage 1 and Key Stage 2 are not typical, and reflect the large proportion of pupils in both groups who had special educational needs. In the four years prior to 2001, the results at the end of both key stages were often well above the national average. There is no significant difference in the attainment of boys and girls. The inspection findings indicate that pupils' attainment is above national expectations by the end of both key stages. Pupils of all abilities, including those with special educational needs make good progress as they move through the school, and benefit from good quality teaching. The school's predictions for the 2002 national tests suggest that the picture of attainment may be even more positive at the end of Key Stage 2 than the inspection findings indicate. This is because the tests do not measure some aspects of the science curriculum that are covered by the inspection, such as the investigative element.
120. Pupils in Key Stage 1 undertake a good range of practical activities that help them to develop a secure understanding of basic scientific principles, and by the end of the key stage attain standards that are above national expectations in the aspect of investigation and experimentation. Pupils are keen to find things out for themselves, and handle simple equipment, such as magnifying glasses, carefully. During the inspection, pupils worked sensibly and methodically when looking for animals in different habitats around the school, and all pupils make careful observations. As they move through Key Stage 2, pupils continue to make good progress in developing skills of experimentation, but their skills of independent investigation are not as secure as they could be. When pupils are given clear directions, they are effective in carrying out investigations, but few pupils are sufficiently confident to identify an aspect they wish to investigate, plan the investigation, and reach conclusions in the light of their original hypotheses. Most Key Stage 2 pupils have a good understanding of the concept of fair testing and understand the need to keep key variables constant. For example, pupils know when testing the relative strengths of magnets, that all of the paper clips they use need to be of similar size. Pupils have a good scientific vocabulary which they use well to explain their ideas. They record their experimental work concisely and accurately, and their conclusions are realistic and based on their experimental findings.
121. By the end of Key Stage 1 pupils understand the differences between living and non-living things, and make a clear distinction between those things that have lived but are now dead, and those that have never had life. Pupils confidently group animals based on observable features, such as the number of legs they have, and know the main

needs of living things. Most pupils are able to name the main organs of a flowering plant, and know the conditions necessary for seed germination. Higher attaining pupils also know that whilst some plants, such as cotton, provide raw materials for fabrics, others, such as wheat, produce food. By the end of Year 2 pupils know the parts of the human body, and the importance of maintaining a healthy lifestyle.

122. As they move through Key Stage 2, pupils continue to make good progress in their knowledge of living things, and by the end of the key stage, have a well-developed understanding of the life process in both plants and animals. Pupils of all abilities know the main stages in the life cycle of a plant and can relate structure to function. For example, they appreciate that coloured petals attract insects that carry the pollen from flower to flower. During the inspection, Year 5 pupils dissected flowers and carried out detailed observations of the individual parts of the flower. In addition to extending their knowledge of flowering plants, the lesson also reinforced the pupils' learning of some of the basic principles of reproduction. By the end of the key stage, most pupils know that food is made in the leaves of plants and that the flat, thin nature of leaves facilitates the process of photosynthesis. Pupils have a very good understanding of the main parts and organs of the human body, and understand how some of the main systems, such as the digestive and circulatory systems, work. Very good teaching of the effect of harmful substances on the body raises the pupils' awareness of the dangers of smoking, alcohol and drug abuse, and promotes very good levels of discussion which enhance the pupils' moral and social development
123. By the end of Key Stage 1 pupils have a good understanding of materials and know that the different properties of materials determine the use that can be made of them. They know, for example, that glass is transparent and is used in windows, and that roof tiles need to be waterproof. Pupils differentiate well between natural and manmade materials. By the end of the key stage, most pupils know that materials can be changed by heating and that some of these changes, such as when chocolate is heated, are reversible, whilst others, such as changing bread into toast, are not.
124. By the end of Key Stage 2 pupils have a secure understanding of the properties of a wide range of materials they have studied. Pupils in this key stage know that there are three states of matter, and that mixtures can be separated in different ways depending on the properties of the substances. For example, Year 6 pupils know that some substances, such as salt, dissolve in water, whilst sand is insoluble and can be removed from water by filtration. Because of their good scientific vocabulary, pupils explain the properties of solids, liquids and gases, and are clear when describing how water can be transformed into both a solid and a gas by the processes of cooling and heating.
125. By the end of Key Stage 1, pupils have a good understanding of basic physical processes. Pupils know which appliances in the home use electricity and are well aware of the dangers of mains electricity. Most independently construct simple electrical circuits, and know that a complete circuit is necessary in order to light a bulb or sound a buzzer. Through practical experience, pupils gain a good understanding of the notion of force as pushes and pulls, and by the end of the key stage, know that force can alter the shape of a substance or object, or the direction in which it moves. Pupils identify a variety of different light sources, such as light bulbs and candles, and know that sounds cause vibrations that can be detected, for example, when observing rice grains moving on the surface of drum when it is struck.
126. By the end of Key Stage 2 pupils successfully incorporate a range of components into their electrical circuits, including switches, bulbs and buzzers, and higher attainers

confidently build complex circuits, knowing that the number of components drawing on the battery will affect the level of output. Pupils use their own circuits very well to test the properties of common materials as insulators or conductors of electricity. Most pupils are confident when discussing forces, and explain how different poles of magnets attract whilst similar poles repel. Pupils know that gravity pulls objects downwards, and that they can measure force using Newton meters. Pupils name different sources of light and know that shadows are formed when light cannot pass through objects. By the end of Year 6, pupils know that the sun, earth and moon are approximately spherical and that the spin of the earth on its own axis causes day and night.

127. The quality of teaching in science is good overall. Lessons are well planned and are based on a well developed scheme of work. Teachers use questions very well to consolidate previous learning and to draw out pupils' ideas. Relationships are very good and pupils' ideas are valued. This encourages pupils to contribute and raises their self-esteem. Teachers use a good scientific vocabulary and this motivates pupils to use scientific terms themselves. Support staff are very effective in ensuring that pupils of all abilities, including those with special educational needs, take a full and active part in lessons. Lessons proceed at a lively pace and this effectively ensures good participation and maintains pupils' interest and motivation. Teachers have high but realistic expectations of pupils and these are very largely met. Throughout the school there are good practical opportunities for the pupils to consolidate their learning, although even more investigative work would enhance the learning of Key Stage 2 pupils. Although there are some good opportunities for pupils to use computers to support their learning, these are not consistently provided throughout the school. Occasional use is made of homework to support and extend the pupils' learning, and even more could be done to enhance the pupils' learning in this way.
128. The subject is satisfactorily led and managed, and the co-ordinator monitors teachers' medium term plans to ensure good coverage of the National Curriculum programmes of study. However, the monitoring of standards, teaching and learning through classroom observation and the scrutiny of pupils' work is at an early stage of development. Records are kept of pupils' attainment, but overall assessment is not used sufficiently to highlight specific strengths and weaknesses, or to highlight how the standard of work for individual pupils might be improved. The school is well resourced, but the small size of some of the Key Stage 2 classrooms makes it difficult to organise practical class based activities.

ART AND DESIGN

129. Pupils' attainment is above national expectations at the end of both key stages. Standards have improved since the time of the last inspection. Pupils of all ages and abilities, including those with special educational needs, and English as an additional language, make good progress across all aspects of the art and design curriculum. Teachers value the pupils' work highly, and very attractive displays enhance the learning environment, and brighten up shared areas, such as the foyer, the hall and main corridors.
130. The standard of observational drawing is good throughout the school. Pupils are taught the skills of shading and other forms of mark-making which enable them to add texture, light and shade to their work. Early opportunities for Year 1 pupils to 'take a line for a walk', focus the pupils' attention on the ways in which different types of lines can be used, and pupils learn how to combine wavy, straight and zig-zag lines to add interest

to their work. By the end of Key Stage 1, pupils produce life-like portraits of their friends, and make accurate drawings of plants, and flowers such as daisies. As they move through Key Stage 2, pupils become noticeably more skilled in their drawing and continue to attain good standards in their work. They benefit from many regular and diverse opportunities to draw, such as when Year 5 pupils visited the local Duxbury Park, and sketched the lodge. Pupils show good skills of observation when they draw cross sections of fruits and flowers, and their work shows good attention to detail. By the end of Key Stage 2, most pupils use shading very well to give the impression of three dimensions, and their work shows a good sense of perspective and balance. Throughout the school, pupils are encouraged to use a variety of media for their drawing work, and this gives them a good appreciation of the potential of pastels, pencils, chalk, charcoal and crayons. Often Key Stage 2 pupils achieve good standards when they mix and combine drawing media, as for example when Year 6 pupils made observational drawings of flower heads using pastels and chalk. Pupils in both key stages make good use of computers to support their drawing work. For example, Key Stage 1 pupils produced collections of lines of different colours to support their work linked to mark-making.

131. The many good opportunities for pupils to work with paint have a positive impact on their progress and on the standards they achieve. By the end of Key Stage 1, pupils confidently mix colours to achieve different shades and tones, and pupils describe clearly the effect of adding white or black to a colour. In discussion, pupils describe colours in terms of whether they are 'warm' or 'cold', and understand that this is a consideration when choosing colours for their own paintings. Pupils have good experience of using different textures of paint for printing, and in the lower part of the key stage have good opportunities to print with a variety of objects including sponges, and their own fingers. Throughout Key Stage 1, pupils are encouraged to use paint with other media, such as tissue paper and string, to create attractive three dimensional collages. By the end of Key Stage 2, pupils attain good standards when they use paints. Good and varied opportunities are provided for the pupils to develop their painting skills, and pupils show good levels of confidence in this aspect of their work. There are some good opportunities for the pupils to paint and print on textiles, such as in Year 5 when pupils used 'puffa' paint on fabric to depict 'paisley' designs, and in Year 6 when pupils designed and painted silk banners for the Commonwealth Games Celebrations. Older pupils successfully use water colours to create more subtle effects, such as in Year 4 where pupils have painted reflections, based on a Lake District landscape.
132. By the end of Key Stage 1, pupils have a good knowledge of the work and style of well-known artists, and understand the purpose of art galleries. Year 2 pupils talk knowledgeably about how some painters use dots and short lines to create impressions rather than exact likenesses. Many Key Stage 1 pupils are aware that Lowry used a limited range of colours in his work, and that his pictures contain many buildings, mostly mills, and 'matchstick' people. Some good links are made between the work of famous artists and the pupils' own work, and this helps to consolidate the pupils' learning. For example, in the Year 1/Year 2 class, pupils have produced their own pictures of fish in the style of Paul Klee. As they move through Key Stage 2, pupils continue to effectively extend their knowledge of the work of well-known artists and craftspeople, and develop a good understanding of the cultural importance of art. Pupils' art work is often linked to ongoing topics, and so, for example, pupils in Year 5 have a good understanding of the type of art produced by the Ancient Greeks. Likewise in Year 4, pupils have studied aspects of Egyptian art, and have looked at pictures of wall paintings, and the decorations on mummy cases. Through this work, pupils have gained an understanding of the importance of art as a means of communication.

Pupils' recall of the European artists they have studied is limited, as often pupils do not record this work, and therefore have no written resource on which to draw.

133. By the end of both key stages, pupils attain good standards in their three dimensional work, although opportunities are limited in some year groups. In Key Stage 1, pupils have good opportunities to make collages using paper, card and other materials, and they use clay regularly to make small models. Pupils use paper well to create three dimensional effects, such as when Year 2 pupils folded paper to make birds, and when they wove strips of paper together. In Key Stage 2 pupils continue to work regularly with clay, and Year 3 pupils have recently produced clay pendants as part of their work relating to the 'Vikings'. Some good opportunities are provided for pupils to work with textiles, such as in Year 5 when pupils decorated and made cushions, and some of the outcomes are particularly effective.
134. The quality of teaching and learning in art and design is good throughout the school. A particular strength of teaching is the use made of sketch books for pupils to collect ideas and to practise newly acquired skills. Sketch books are used extremely effectively in Key Stage 1 where work is well annotated, showing the skills and techniques the pupils are practising, and good use is made of sketch books for preparatory work. In some Key Stage 2 classes, not enough use is made of sketch books for pupils to record their ideas. Teachers throughout the school often enjoy teaching art and design, and this is communicated to the pupils who are responsive and highly motivated. In some classes, artwork is linked to ongoing class topics. This is generally beneficial in that it creates a meaningful context for the pupils' learning. However, there are times when these prescribed activities constrain the pupils' creativity. Teachers often have high expectations of what the pupils can achieve, and this results in high standards of work as pupils try their best to do what has been asked of them. For example, when Year 6 pupils were asked to use pastels to find a match for the colour of a real flower petal, the matches were extremely close and reflected their determination to succeed. Lessons are well planned and prepared, although sometimes pupils are over-directed by adults, with the result that there is not enough variation in terms of the final products. Some use is made of homework to enhance and extend the pupils' learning, but even more use could be made of homework tasks for pupils to carry out preparatory tasks and for them to practise newly acquired skills.
135. The subject is well led by an extremely enthusiastic co-ordinator, and is taught regularly in all classes for an appropriate amount of time. The co-ordinator has carried out some monitoring of teaching and learning, and this has helped her to gain a good overview of standards throughout the school. The co-ordinator has a generous budget for the purchase of resources, and this means that pupils have a good choice of materials. Teachers make satisfactory ongoing assessments of the pupils' progress and attainment, which are linked to the levels of the National Curriculum programmes of study, and plans are in place to develop the school's assessment systems for art and design still further.

DESIGN AND TECHNOLOGY

136. By the end of Key Stage 1 and Key Stage 2, pupils' attainment is above national expectations. Standards are broadly the same as they were at the time of the last inspection. All pupils, including those with special educational needs, make good progress as they move through the school.

137. As they move through Key Stage 1, pupils take part in a variety of activities that successfully promote a range of designing and making skills. By the end of the key stage, pupils talk confidently about different methods of joining materials together, and through their work on moving vehicles, and robots and puppets with moving limbs, they have learned the different ways of making fixed and movable joints. The pupils' knowledge and understanding are often enhanced by opportunities for them to use commercial construction kits which enable them to explore how axles and wheels work, and to gain an appreciation of the need for structures to have a firm base. Good emphasis is placed on the design element of the subject, and by the end of the key stage, pupils understand the need to make preliminary plans which show the materials needed, the stages of making, and the possible outcomes. Pupils make good progress in developing skills of evaluation, and although their evaluations are not always in written form, discussion with Year 2 pupils indicates that they have a perceptive understanding of how successful their models are, and a clear idea of how they might be improved. Some good links are made with other subjects, such as when pupils considered the notion of forces, in terms of pushes and pulls, when they made vehicles for a giant. Pupils work with a good range of materials and tools, and the higher attainers are beginning to develop an understanding of the need to take account of the purpose for which the finished product is intended when they select materials, and when they plan their designs.
138. Pupils make good progress as they move through Key Stage 2, and become significantly more skilled in planning their original designs and in evaluating their finished products. By the end of the key stage, pupils have a good knowledge of the properties of a wide range of different materials, and use this knowledge well when selecting materials for their own design and technology projects. They pay good attention to the quality of the finished products, and the higher attainers take great care in the final stages of a project, knowing that the aesthetic quality of a model is important. A strong feature of the design and technology curriculum in Key Stage 2 is the attention given to food technology. For example, as part of their history topic on classical Greece, pupils have produced a Greek meal using the food technology facilities in the neighbouring High School. Pupils also have a good understanding of the notion of structural design, and Year 5 pupils gained many insights through exploring and designing structures that would support the weight of three marbles. Pupils explain the different types of joints they use in their work, and understand the best ways of cutting and joining different types of materials.
139. The quality of teaching and learning is good throughout the school, but there is some variation depending on the expertise and confidence of individual teachers. Good emphasis is placed on pupils designing and evaluating their products, and this element of the design and technology curriculum is taught well. However, there are occasions when pupils are over-directed during the making stage of a project, with the result that often the outcomes are very similar, and also pupils miss the opportunities of learning through their mistakes. Throughout the school the work done in the lessons is displayed in an attractive manner, and this encourages pupils to take pride in their achievements, and to see the work of other pupils in the school. Teachers are very effective in reminding pupils about points of hygiene and safety in lessons, and pupils respond well to occasional constraints, knowing that they ensure their well-being. Pupils of all ages and abilities are keen to take part in design and technology activities, and make a good contribution to class discussions. They work well with one another, helping to overcome difficulties, and sharing ideas and resources. Little use is currently made of homework to extend the pupils' learning.

140. The recently appointed co-ordinator provides good leadership, and is committed to developing the subject still further. Resources are very good ensuring that pupils in both key stages have a good choice when making their models. Assessment is satisfactory, and has, until recently, been the responsibility of individual classteachers. However, the co-ordinator is in the process of producing a new assessment format that will give a clearer overall picture of standards and progress in the school. Some use is made of information and communication technology to support pupils' learning in design and technology, and this is an ongoing area of development within the school.

GEOGRAPHY

141. Pupils' attainment at the end of both key stages is above national expectations. This represents an improvement since the last inspection, which has been brought about largely because of better teaching. All pupils, including those with special educational needs, make good progress.
142. By the end of Key Stage 1 pupils have well developed mapping skills. Younger pupils have a good understanding of perspective and spatial relationships, as demonstrated by their classroom plans, which show representations of the furniture and fixed features such as sinks. As they move through the key stage, their learning is extended as they examine an aerial view of the school, and draw a plan of the school and its immediate area. Pupils have good opportunities to look at different scales and types of maps, and thoroughly enjoy identifying notable local features from aerial photographs, and locating them on large-scale maps. Through practical work, using maps, pupils gain a good knowledge of the use and purpose of symbols on maps, and pupils very successfully use colour keys on their own maps to represent woodland, roads, bridges and reservoirs. By the end of Key Stage 1, pupils have a good geographical vocabulary which they use very effectively to explain their ideas. Higher attaining pupils make a clear distinction between manmade and natural geographical features as they describe their routes from home to school, and demonstrate a secure sense of direction. In discussion, pupils show a basic understanding of the way in which places differ from one another, and realise some of the implications of living and working in a very hot country, or in a country where there is very little rainfall.
143. By the end of Key Stage 2 pupils have a well developed understanding of the local area, which is enhanced by the teachers' good general knowledge of the locality. Through studies of 'land-use' maps, pupils have gained a good appreciation, not only about the present pattern of land use, but of how land use has changed over the last hundred years or more. Pupils' knowledge and understanding of street patterns, and how they too have changed as the locality expanded, have been well developed through the study of large aerial photographs. Pupils are encouraged to give their opinions, and Year 5 pupils confidently describe their likes and dislikes, and make suggestions as to how the locality might be improved. During the inspection pupils were engaged in making a detailed study of the Lake District. They distinguished between the human and physical features in the landscape, and demonstrated a good understanding of how the climate affects peoples' lives. Higher attaining pupils have a good knowledge of the relationship between altitude and climate, although some of the lower attaining pupils have difficulty with this concept. In their study of an Indian village, pupils compare and contrast their own lifestyle with that of children in India. Through this study, pupils have also gained a good grasp of the effects of deforestation in terms of loss of shelter for wildlife. Pupils' mapping skills continue to be good, and pupils make effective use of different maps to find information, and when considering the significance of lines of latitude and longitude. Key Stage 2 pupils make good use of a wide geographical vocabulary to explain their

work precisely and clearly, and their work has provided good opportunities for them to consider social and moral issues such as pollution, and the impact of humans on the environment.

144. The quality of teaching and learning is good in both key stages. Good use is made of a variety of learning resources that enliven teaching and enhance the pupils' learning. When presenting topics relating to the immediate locality, teachers draw well on their own knowledge of the local area to bring lessons to life. Lessons proceed at a good pace and pupils of all abilities are encouraged to take a full and active role. Teachers make good use of questions to probe pupils' understanding, and to check on their previous learning. Pupils of all ages are encouraged to use a broad geographical vocabulary to explain their ideas, and teachers set a good example in class discussions. The quality of learning is good and pupils take a lively interest in the topics they study. They particularly enjoy looking at maps, and finding new places, and Key Stage 2 pupils are keen to compare aspects of their own lives with those of others. Pupils benefit from access to a well stocked library, but currently do not have enough opportunities to use computers to support their learning. This is an identified area of development within the school. The quality of marking is very variable, and is inconsistent throughout the school. Comments do not always focus sufficiently on the geographical content of the work. Currently little use is made of homework to support and extend the pupils' learning, and homework could be used more effectively to involve pupils in the preparation of topics, or in additional research.
145. The subject is satisfactorily led by the co-ordinator, although because the subject is not a current priority in the school, little has been done in the way of monitoring standards and teaching through classroom observation or the scrutiny of pupils' work. The co-ordinator effectively monitors teachers' termly plans, and pupils' achievements are recorded. However, assessment information is not always used enough to inform the next stage of pupils' learning, or to highlight strengths and weaknesses in teaching and learning. Resources are good in range, quality and quantity, and are well used in all classes. Good use is made of visits to places of interest, and these opportunities enhance the pupils' learning.

HISTORY

146. Pupils' attainment at the end of both key stages is above national expectations. Pupils of all ages and abilities, including those who have special educational needs, make good progress and there is no significant difference in the attainment of boys and girls. Standards have improved since the time of the last inspection. This is largely as a result of improved teaching.
147. By the end of Key Stage 1 pupils have a good sense of chronology and a growing awareness of past societies. Pupils realise that they themselves change as they grow older and that they are able to do things, such as washing, dressing and feeding themselves, that they were unable to do as babies. Discussions with parents and grandparents about significant events in their family life have had a positive impact on their perception and understanding of the past. By the end of Year 2 most pupils know about some main periods of history, such as the Victorian period, and recall some famous people, such as Florence Nightingale. Pupils know about school life during the Victorian period, and higher attainers compare and contrast it with their own. Some pupils have a growing appreciation of some of the harsh conditions that Victorian children experienced as they worked in the local mills or mines, and show good levels of empathy with their plight. As part of a local study, pupils in Year 2 have compared

past life in their village with the present, using photographs as the evidence base. This activity has been particularly effective in helping the pupils to move towards an understanding of the different types of historical evidence, and to consider the reliability of artefacts, 'word of mouth', pictures and written sources.

148. By the end of Key Stage 2 pupils have a good practical knowledge of the way of life, and the customs and traditions of several past societies. Pupils talk knowledgeably about the Romans, and appreciate that evidence of their occupation can still be seen in Britain some two thousand years later. Pupils are aware of the contribution the Romans made in constructing roads throughout Britain, and understand their reasons for doing so. Pupils' knowledge of the Vikings is good, and pupils are particularly interested in the long boats driven by wind and oars, their settlements, and the fact that the British language still contains words of Viking derivation. By the end of the key stage, most pupils understand the role archaeologists play in preserving important historical artefacts and sites, and in finding and retrieving crucial historical evidence. As part of their studies of the ancient Greeks, Year 5 pupils have recently examined pictures of plates and vases found at specific sites, such as Knossos in Crete, and have studied the drawings very carefully to build up a picture of the past. Pupils make a clear distinction between primary and secondary sources of evidence and have used a good range of resources to support their own research into the lives of famous people from the past. Through their historical studies, and in particular the Second World War, older pupils have gained a very good understanding of the link between cause and effect, and have realised that a main cause of this war was the invasion of Poland.
149. The quality of teaching is good overall in both key stages, and has had a very positive impact on pupils' learning and on their attitudes to the subject. Teachers show high levels of interest when they present information to pupils, and as a result pupils have high levels of motivation, and are keen to find out more about the topics they are studying. Lessons are well planned and have a clear historical focus. Good emphasis is placed on pupils learning skills of historical enquiry, and teachers make very good use of a wide range of good quality artefacts to support pupils in their learning. Teachers use questions well to draw out pupils' ideas and through appropriate prompting encourage pupils to look carefully at evidence. The teaching of the older pupils encourages them to make suggestions and deductions based on evidence, and to question their reasoning. Pupils are keen to talk about their work, but do not always have enough opportunities to verbally evaluate their learning at the end of lessons, and this means that important opportunities for consolidating the pupils' learning are sometimes missed. Little use is made of homework to extend and enhance the pupils' class work, and this is an area that could be usefully developed.
150. The subject is satisfactorily led by the co-ordinator. The subject is not a priority area for development in the school, and although the co-ordinator effectively monitors teachers' planning, she has not yet monitored teaching and learning through classroom observations. Resources for the subjects are good, and pupils benefit from access to a well stocked library. Some use is made of information and communication technology to support pupils' learning, but the use of computers is not consistent across the school. Satisfactory assessment procedures are in place, and records of pupils' achievements are passed on as pupils move through the school. However, even more could be done to track and monitor the pupils' progress and attainment, and to ensure that assessment information is used effectively and consistently when planning the next stage of the pupils' learning. Pupils' interest in history is very effectively stimulated through visits to museums and historical sites.

INFORMATION AND COMMUNICATION TECHNOLOGY

151. Standards are in line with national expectations at the end of both key stages, and are broadly the same as they were at the time of the last inspection. Most pupils, including those with special educational needs, make satisfactory progress.
152. The school has made satisfactory progress since the last inspection in improving provision for information and communication technology. The curriculum is well established, and the number of up to date computers and range of software have improved. Teachers' subject knowledge has also improved. All staff have recently undertaken training funded by the National Opportunities Fund and are currently completing their portfolios of work to gain accreditation. The school has adopted the national scheme of work, and there is an information and communication technology policy in place that provides a secure outline for continuity and progression in pupils' learning. The school has access to the internet, and an internet access policy in place.
153. Pupils' attainment is in line with national expectations at the end of Key Stage 1. Most Key Stage 1 pupils use word-processing programs effectively to create simple stories, or to record information from their work in the classroom. They know how to save and print their work independently, and have experience of using a variety of software. Younger pupils quickly develop good skills in using a mouse and keyboard and often have good levels of control. Pupils are enthusiastic about using computers and show good levels of confidence as they explore new ideas. By the end of Key Stage 1, most pupils have a good understanding of how computers can be used to control external events. They program a floor robot so that it follows a simple route, moving forwards, backwards and turning ninety degrees. Higher attaining pupils know that a program is a series of instructions that tells a machine what to do. The use of information and communication technology is developing well in others areas of the curriculum, but is not yet consistent across the school. For example, Year 1 pupils make good use of the program 'My World' to create accurate weather maps in geography lessons, and in a Year 2 science lesson seen during the inspection, pupils used a mini microscope well to illustrate and photograph a selection of animals. However, even more could be done to encourage pupils to use computers to support their learning on a day to day basis.
154. By the end of Key Stage 2, pupils' attainment is in line with national expectations. Pupils continue to make effective use of computers for word-processing, and are confident when drafting and editing on screen. Pupils make effective use of spell checkers, and know how to change the size and style of the font they are using. Although pupils have good mouse control, most are not very fast when typing extended pieces of text, and this slows down their work. Pupils are confident and skilled in combining text with graphics, and have good experience of using a range of paint programs, and of importing 'clip-art' into word-processed pieces. However, pupils have only limited experience of searching, sorting and interrogating databases, although they have a good appreciation of the capacity of computers for organising vast amounts of information. Pupils have only limited opportunities to create their own spreadsheets, and they would benefit from more opportunities of this kind. Following a recent residential visit to Boreaton Park, Year 6 pupils downloaded their digital photographs to illustrate their diary entries. This work was very meaningful for the pupils, and gave them a good understanding of technology in its wider sense. A relative weakness of pupils' learning is their knowledge of computer modelling which is very patchy. Pupils do not currently have enough opportunities to use light, sound and temperature sensors, or to use some of the more demanding commercially produced control programs.

155. The quality of teaching is satisfactory overall in both key stages. Staff have worked hard to improve their knowledge and understanding through the National Opportunities Fund Training, but some are still learning and mastering some of the more advanced skills, and are not yet as confident as they might be. Currently there is not enough direct teaching of information and communication technology to groups and to classes, and although new skills are taught periodically, pupils do not benefit from the regularity and focus of a weekly whole-class session where skills can be taught, and practised in some depth. Pupils respond well to their teachers and have positive attitudes towards the subject. Pupils of all ages and abilities have good levels of confidence. They are focussed on the tasks they are set, concentrating well and sustaining their interest and enthusiasm. During the inspection some good examples were seen of abler pupils helping classmates who were less secure in their learning.'
156. The leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and has a clear vision for the future development of information and communication technology in the school. Key Stage 1 computers are class based and those in Key Stage 2 are in a central resource area which is timetabled for use. Plans are in place for closer monitoring of subject provision to ensure that there is full and in-depth coverage of all national curriculum attainment targets, especially at Key Stage 2, and the school is also aware of the need to ensure that computers are used more regularly in both key stages to support pupils' ongoing learning. As yet, the school lacks a coherent plan for the assessment of pupils' progress and attainment in information and communication technology, although teachers keep ongoing records of pupils' achievements. The subject is well resourced and complies with the DfES recommendation of one computer for every eleven pupils. The school makes good use of its part-time technician who advises staff and has the expertise to maintain computers and improve their specifications. Very good links have been developed with a local high school, and Year 6 pupils recently worked with the music co-ordinator to compose music using the high school's facilities.

MUSIC

157. Overall, pupils' attainment is in line with national expectations at the end of both key stages. There are particular strengths in the pupils' ability to compose music, but some weaknesses in their ability to appraise and evaluate music. Standards are broadly the same as they were at the time of the last inspection. The school values music, and offers a good variety of extra-curricular activities, such as choir, recorder and guitar groups. Teachers make good use of a commercial scheme of work to ensure that there is progression in the pupils' learning. However, not enough time is provided for the direct teaching of music in some classes, and this means that aspects such as appraising do not always get the attention they need. Pupils of all ages and abilities make satisfactory progress as they move through the school.
158. The standard of singing is good throughout the school, and this is an aspect of their learning that pupils thoroughly enjoy. In Key Stage 1, pupils sing with a good sense of rhythm and pitch, and in a lesson seen during the inspection, enjoyed making up their own actions to interpret the words of a new song. Key Stage 2 pupils sing a wide variety of songs from different cultures and traditions, but have too few opportunities to extend their skills by singing in parts. The school choir is very popular and performs regularly to classmates and parents.
159. There are some good opportunities in both key stages for pupils to take part in composing activities, and pupils attain standards that are above national expectations

in this aspect of their work. By the end of Key Stage 1, pupils recognise a variety of percussion instruments, and accurately describe the sounds they produce. The pupils' knowledge of instruments is enhanced by their science topic work relating to sound, which enables them to explain what gives the sounds their distinctive quality. During the inspection, Year 1 pupils performed a class composition which accompanied a story about three pirates. Groups of pupils played music to depict the 'Coconut Grove', the 'Waterfall' the 'Jungle' and the 'Stormy Mountain'. In addition to enhancing pupils' performance skills, this activity also provided a good opportunity for the 'three pirates' to develop their dramatic skills. However, there are too few opportunities for the pupils to engage in creative music-making activities that they organise and direct themselves.

160. Pupils make good progress in composing as they move through Key Stage 2, and in recent months, the composition work of Year 5 pupils has been particularly enhanced by the input of a voluntary specialist teacher. In a lesson seen during the inspection, Year 5 pupils were continuing their work on an extended composition. The pupils worked very well in groups, experimenting with their ideas, and exploring new possibilities in the light of suggestions from their teachers. Some pupils successfully developed melodic patterns, using the chords given by their teacher as a basis for their work. Pupils have opportunities to record their ideas through pictorial and graphical representation, and understand that notation enables the piece to be played again at a later date. Pupils regularly use voices and instruments to make short compositions, but there are occasions when these activities are too closely directed by the teachers, and this constrains the pupils' creativity. Most pupils understand that rhythmic patterns based on 'ostinati' can be combined successfully and used as a basis for composition work.
161. Although there are some good opportunities for pupils to listen to and appraise their own compositions and those of their classmates, there are not enough planned opportunities for Key Stage 2 pupils to appraise the work of well-known composers and to pick out features of style or important musical elements. Recently the younger Key Stage 1 pupils have thoroughly enjoyed listening to 'Peter and the Wolf', by Prokofiev, and they know and name the instruments that depict the various characters. However, this good work is not progressively developed as the pupils move through the school, and older Key Stage 2 pupils have little recall of the music they have studied. This lack of recall is partly because this aspect of music is not systematically taught, and partly because pupils do not make written records and therefore have no easy way of prompting their memories.
162. The quality of teaching and learning is satisfactory throughout Key Stage 1 and Key Stage 2, and some good examples of teaching were seen during the inspection. Although teachers make good use of a commercial scheme of work to guide their planning, most teachers are non-specialists, and do not always have enough confidence and expertise to fully extend the pupils' learning. Very good use is currently being made of a voluntary teacher who is working with the Reception and Year 5 classes. Her input is promoting good standards within lessons, and is enhancing the classteachers' skills as they work alongside her. Lessons are well planned and prepared, although the learning objectives are not consistently shared with pupils at the start of lessons. Teachers generally have high levels of enthusiasm, and the pupils are well motivated and keen to learn. There are some good opportunities for pupils to perform their compositions to the rest of the class, but although teachers often discuss the outcomes of a lesson with the pupils, there are not always enough opportunities for the pupils to make these evaluations themselves. Where the best teaching occurs, teachers successfully combine elements of performing, appraising and composing, and provide good opportunities for the pupils to develop their creativity and

imaginations. Where the teaching is less effective, teachers are sometimes too prescriptive and over-direct the pupils, with the result that the outcomes are often too similar. Teachers rarely set homework to extend the pupils' learning, and this means that further opportunities for pupils to develop their appraising skills are missed. Year 6 pupils have recently benefited from working in the local high school where they used computers to compose music. However, in general, the use of computers to support learning in music is limited and could be developed further.

163. The subject is well led by an enthusiastic co-ordinator. She is effective in positively promoting music throughout the school, and takes the lead in end of term and end of year productions which involve all pupils and which are very popular with parents. The co-ordinator has a good general overview of music throughout the school. She makes regular evaluations of colleagues' planning, and has carried out some classroom observations. However, even more needs to be done to ensure that enough time is given to the direct teaching of the subject in Key Stage 2 especially, and to ensure that enough opportunities are provided to extend the pupils' appraising skills. The school has a designated music room which provides very good accommodation for classes of pupils. Resources are satisfactory overall. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and there are some good opportunities for pupils to listen to the music of other cultures when they study topics such as the 'Greeks'. Teachers make satisfactory ongoing assessments of the pupils' progress and attainment, and keep records which are passed through the school. However, comments are not always linked directly to the level descriptors in the National Curriculum programmes of study, and do not always provide enough information about what the pupils know, understand and can do.

PHYSICAL EDUCATION

164. Standards in physical education are in line with national expectations at the end of both Key Stage 1 and Key Stage 2. Standards are broadly the same as they were at the time of the last inspection. Pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the school. The school provides a good range of additional after-school activities which enhance the pupils' physical education skills, and which promote good personal and social skills as the pupils compete in teams with other local schools. Over the course of the year, coverage of the National Curriculum programmes of study is good, and residential visits for the older Key Stage 2 pupils provide good opportunities for them to experience aspects of the curriculum such as adventurous activities.
165. By the end of Year 2, pupils have experienced a good range of activities, including dance-drama, large and small apparatus work, floor gymnastics and team games. Pupils have a clear understanding of the need for 'warm-up' and 'cool-down' exercises, and most understand the impact that exercise has on their bodies. Teachers are often effective in drawing pupils' attention to the increased pace of their heart during intense physical activity, and in helping them to understand the positive benefits of regular exercise. By the end of the key stage, most pupils have satisfactory control of their bodies and satisfactory levels of co-ordination. However, whilst some pupils achieve at a higher level than expected, some pupils have difficulty in holding balances, and in controlling their bodies when rolling, jumping and landing in gymnastics activities. Most pupils use space to good effect, and are beginning to link series of movements together to form short sequences. Most Year 2 pupils are enthusiastic about dance lessons, and during the inspection were keen to talk about a recent activity where they represented different moods through their movements. Pupils make a very clear distinction between

the short and spiky movements they use to show 'anger', and the gentle and smooth movements they use to convey 'calm'. Pupils develop satisfactory games skills as they move through the key stage, but as in gymnastics, their ability spans the full range. Most pupils throw and catch over a short distance, but few pupils go beyond the expected level in this aspect of their work. By the end of the key stage, pupils are starting to learn some of the strategies of 'invasive' games, such as catching as they move, and 'blocking' the opponent's path. Pupils throughout Key Stage 1 have a good sense of team spirit, and understand the need to conform to the rules of the game, and to take a full and active part.

166. As they move through Key Stage 2, pupils continue to make satisfactory progress in physical education. By the end of Key Stage 2, all pupils swim the expected twenty five metres and many pupils swim further than this. Key Stage 2 pupils gain further experience of team games, and a small number of pupils achieve particularly high levels in this aspect of their work. In outdoor sports and games activities, pupils consolidate and build upon their understanding of the skills they have learned in Key Stage 1, and most pupils demonstrate good levels of hand to eye co-ordination. However, the pupils' ability to position themselves accurately when passing and receiving balls in games is sometimes weak, and in the lessons seen during the inspection, there were several occasions when pupils accidentally ran into one another. The vast majority of pupils have a very good awareness of the notion of belonging to a team, and show a good sense of team spirit. Most pupils throw and catch over an appropriate distance, and by the end of the key stage, pupils know the main tactics of invasive games, and show an awareness of the need to 'block' an opponent. In athletics, pupils often run well, and have been taught the necessary skills to improve their performance. In a very successful lesson seen during the inspection, Year 5 pupils learned how to pass a relay baton smoothly, and because of very good teaching their running skills also significantly improved. No dance or gymnastics lessons were seen in Key Stage 2 during the inspection, although teachers' planning indicates that all aspects of the physical education curriculum are covered during a one year period.
167. The quality of teaching overall is satisfactory, and some very good lessons were seen during the course of the inspection. Variations in the quality of teaching are linked to teachers' levels of confidence and their enthusiasm for the subject. Where the teaching is highly effective, teachers are particularly successful in advancing the pupils' learning by making suggestions for improvement which the pupils willingly take on board. A further strength is the way in which teachers encourage pupils to perform their work for their classmates. This is effective in raising the pupils' self esteem, and is a useful way of showing pupils who are experiencing difficulties what they are aiming for. However, not enough opportunities are provided for the pupils to make their own critical appraisals of the work they observe, or of their own performances, and this is an aspect of teaching that could be developed further. In some lessons, teachers do not provide enough points for development for the pupils, and this makes it difficult for them to improve their work. Pupils throughout the school have very positive attitudes to physical education, and are enthusiastic and active participants. They behave well, and most listen carefully to their teachers' instructions. Pupils with special educational needs are fully integrated into all physical education lessons, and benefit from very good levels of support that enable them to take a full and active part in lessons.
168. The leadership and management of the subject are good. The co-ordinator is well informed and is enthusiastic about the subject. Assessment takes place mainly through observation and pupils' progress is monitored throughout the year. Resources are good overall and are sufficient in quality and quantity. Despite some wet weather problems the school has the bonus of being able to use an extensive grassed play area. The

school has had a great deal of assistance from the Parent Teacher Association in purchasing new equipment, especially for Key Stage 1. The subject makes a good contribution to pupil's spiritual, moral, social and cultural development. During lessons, and through partner and team activities, pupils gain a very good range of social skills. Older pupils benefit from having access to a good range of enrichment activities, including football training conducted by trainers from the local football club. Extra-curricular activities are also used to enhance skills and performance and during the course of the year pupils have access to clubs for football, rounders, kwik cricket, skittle ball and cross country running.