

INSPECTION REPORT

Middlewich Primary School

Middlewich

LEA area: Cheshire

Unique reference number: 131727

Headteacher: Mr. J. L. Kenyon

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 15th –18th January 2001

Inspection number: 230493

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Park Road
Middlewich
Cheshire

Postcode: CW10 9BS

Telephone number: 01606 738880

Fax number: 01606 737979

Appropriate authority: The Governing Body

Name of chair of governors: Mr. T. A.Bailey

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs. G. Peet	Registered inspector	Science	What sort of school is it? The school's results and pupil's achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Mr. B.Silvester	Lay inspector		Pupils' attitudes, values and personal achievements. How well does the school care for its pupils? How well does the school work in partnership with parents?
17913	Mr.B.Frost	Team inspector	English Information and Communication Technology	
23276	Mrs. M. M. Mann	Team inspector	Geography History Religious Education	How good are the curricular and other opportunities offered to pupils?
11419	Mrs. P. J. Underwood	Team Inspector	Mathematics Music Physical Education	
19864	Mrs. J. Cox	Team Inspector	Special Educational Needs The unit for pupils with hearing impairment	

7418	Mrs. K. Rollisson	Team Inspector	The education of pupils in the foundation stage Equal Opportunities Art Design and Technology	
------	-------------------	----------------	--	--

The inspection contractor was:

Nord Anglia Inspection Services

Strathblane House,
Ashfield Road,
Cheadle,
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
THE UNITS FOR PUPILS WITH HEARING IMPAIRMENT	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Middlewich Primary School is situated in Middlewich in the county of Cheshire. The school is a new school which opened in September 1999. It is an amalgamation of Middlewich Infant School and Middlewich Junior School. Over the last twelve months it has faced the challenge of developing a whole school philosophy and a whole school approach to everything they do. The school serves a mixed area of mainly owner occupied housing. The school has 371 pupils aged 4 to 11 who attend full time and is bigger than the average primary school. Pupil turnover is low for the size of school. The number of pupils eligible for free school meals is below average. There are 53 pupils on the register of pupils with special educational needs which is below average for this size of school. There are 19 pupils with a statement of special educational need which is well above average. This is because this figure includes 13 pupils in the two Units for Pupils with hearing impairment who each have a statement. There are very few pupils from minority ethnic backgrounds. Assessment on entry to the school indicates that pupils enter with attainment that is below average. Pupils are taught in 14 age related classes with an average of 29 pupils in each class.

HOW GOOD THE SCHOOL IS

Middlewich Primary School is an effective school where pupils and adults have amalgamated together to form good relationships and a commitment to improvement. The quality of teaching is good and pupils achieve the expected standards in all areas of the curriculum. Standards in reading are improving. The headteacher, governors and staff work closely together to achieve their aims of creating a happy atmosphere within an environment which is secure and caring and which enables all children to fulfil their highest potential. The school provides good value for money.

What the school does well

- Teaching throughout the school is good and results in pupils making good progress.
- The leadership and management of the school is very good.
- The provision for pupils with hearing impairment is very good and these pupils make good progress.
- Pupils' attitudes to their work, their behaviour and the relationships between all members of this newly amalgamated school are good.

What could be improved

- The use of information and communication technology across the curriculum at Key Stage 1 is underdeveloped.
- The monitoring of teaching could be extended further to include all subjects.
- The monitoring of pupils work across the curriculum could be extended and made more systematic.

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

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. (N/a means not applicable)

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	N/a	N/a	C	E
Mathematics	N/a	N/a	B	C
Science	N/a	N/a	A	B

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

Inspection findings are that standards at the end of Key Stage 2 in English, mathematics and science are at least in line with national expectations but a small minority of pupils will struggle to achieve the expected standards. The official targets for the school set very soon after the school opened were not met in mathematics 2000. Four per cent of the pupils expected to achieve well were absent for the tests. Pupils have, however, already achieved the standards set for the end of Year 6 based on teacher assessment of prior performance and are on track to exceed them in English and mathematics by the end of Key Stage 2.

In the year 2000 standards in reading at the end of Key Stage 1 were below the national average and well below that of similar schools. The school has taken steps to address this problem and the inspection findings are that standards in reading have improved and are now in line with the national average. In the year 2000 standards in science were in line with average and in writing and mathematics were above average at the end of Key Stage 1. Compared to similar schools standards in writing, mathematics and science were in line with the average. The inspection findings are that standards in writing and mathematics are still at least in line with the national average and in science above average.

Throughout the school there is an appropriate emphasis on the attainment of basic skills. By the end of Key Stage 1, the impact of the new handwriting policy is beginning to show in improved standards. Pupils have good mental recall of mathematics and their mathematical knowledge and understanding can be seen in their approach to the subject. Pupils in both key stages make good progress in developing the skills of scientific enquiry.

The assessments that the school has made, based on the prior performance of pupils, of the standards pupils are likely to attain at the end of Year 6 in 2001 have already been achieved and are likely to be exceeded although.

Pupils with special educational needs make good progress because the work is well matched to their ability and they are well supported in lessons. Pupils with hearing impairment are always well supported in class lessons, which enables them to take a full part and make good progress. A significant number attain the expected standards by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are good and are an important contributory factor to successful learning. Pupils are attentive and eager to contribute during classroom discussions.
Behaviour, in and out of classrooms	Behaviour is generally good and is very good Key Stage 2.
Personal development and relationships	The personal development of the pupils is good and relationships between pupils and between pupils and adults are good.
Attendance	Attendance is well above the national average and is very good.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and 30 per cent of all teaching seen was very good or better. One excellent literacy lesson was seen in Key Stage 2. Only one unsatisfactory lesson was seen. This was

in Key Stage 1. In Key Stage 2 teaching is very good. Seventy eight per cent of teaching observed in Key Stage 2 was good or better, thirty eight per cent of teaching was very good or better and one excellent lesson was seen. The best teaching is in literacy at Key Stage 2 where in 7 of the 8 literacy lessons observed, teaching was judged to be very good or better. Teachers have a secure subject knowledge of literacy and are confident teaching it. Their obvious enjoyment of literacy motivates the pupils to feel positive about learning it. In numeracy, teaching is good overall with 80 per cent of the numeracy teaching at Key Stage 1 being good and over half the teaching at Key Stage 2 being very good. Teachers are confident teaching numeracy and set pupils tasks that are appropriately challenging. In science, teaching is good overall. A strength of the teaching is in the relationships teachers have with their pupils and the efficient way in which lessons are managed. This inspires pupils to want to do their best and positively effects the progress pupils make. The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs, and the targets in pupils' individual education plans. Teaching in the Units for Pupils with Hearing Impairment is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. It is broad, balanced and relevant to pupils' needs.
Provision for pupils with special educational needs	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral development and good provision for their personal and social development. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The steps taken to ensure the pupils' welfare, health and safety are satisfactory.

Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The school encourages parents to help in the school and a large number do so. The school's Friends' Association is very active. It organises a number of fund raising and social events.

Effective policies and schemes of work are in place for all areas of the curriculum and there is a comprehensive and consistent approach to planning throughout this newly amalgamated school. This is having a good effect on each individual teacher's planning and is beneficial to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This newly amalgamated school has benefited from the outstanding leadership of the headteacher and is very well managed. His strong leadership has been an inspiration to the senior management team and to the governing body who together with the headteacher provide a clear educational direction for the school and a commitment to raising standards. The headteacher is well supported by a hardworking and able deputy headteacher.
How well the governors fulfil their responsibilities	The governing body maintain a strong involvement in the life of the school and offer good support. They have a clear understanding of the strengths of the school and those areas needing to be improved.
The school's evaluation of its performance	Although there is some monitoring of teaching, systems are still developing. The headteacher and the senior management team analyse

	the results of tests and other data and have a clear view of how well the pupils are doing. The school recognises that the next stage of development is to monitor pupils' work on a regular basis.
The strategic use of resources	The additional funds obtained by the school for the amalgamation and for the unit for pupils with hearing impairment are used appropriately and to good effect. Prudent financial management has enabled the school to improve the number of learning support assistants in the school.

The match of teachers and support staff to meet the demands of the national curriculum is generally good. There are, however, two pupils in the hearing impaired unit who require a high level of support which the school is not always able to provide. The accommodation is adequate in both key stages but in Key Stage 2 it fails to meet modern standards of layout, lighting and heating and provides a learning environment that despite the good efforts of teachers' display, is depressing. The open plan layout of the Key Stage 1 building causes problems of noise pollution and some areas are very draughty. The outside play areas are overall satisfactory although the play area for the pupils in Key Stage 1 is small and there is no separate play area for the pupils under five. The overall level of resources is satisfactory and has improved since the school opened. The library in Key Stage 2 is at present situated in the corridor and is unsatisfactory. The school is aware of this and has already put in place plans to remedy the situation.

The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. He has been decisive in deciding on which areas to focus as a priority and has been instrumental in setting up effective management systems within the school that are now beginning to move the school forward. Although the governors' understanding of the principles of Best Value is underdeveloped the governing body is prudent in their spending and take steps to ensure that they obtain good value in all their transactions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school. • Their children like school. • They believe teaching is good. • They think the school expects their children to work hard. 	<ul style="list-style-type: none"> • The consistency of homework throughout the school. • The provision for Year 5 – parents are not happy with several changes of teacher; they believe the classes are too large and that there are children with behaviour problems in this year that disturb the learning of the majority. • The provision for extra curricular activities.

The inspection team agree with the parents' positive views about the school and especially that the teaching is good. They agree that the homework provision throughout the school is inconsistent. Some classes get more homework than others and some classes get very little. The inspection team do not agree with the parents' views relating to the Year 5 classes. Although there is some evidence that behaviour had been a problem in this year group in the past, the school has taken steps to deal with this and during the period of the inspection there was no evidence that poor behaviour or class sizes had any impact on the quality of the teaching or learning in these classes. The inspection team believe that the school has made the best provision it can to cover for the normal class teacher who is absent on maternity leave. The inspection team think that provision for extra curricular activities is good at Key Stage 2 although they agree that there is little at Key Stage 1. This is, however, a similar situation to that seen in most other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. National test results for 2000 show that the percentage of pupils at the end of Key Stage 2 attaining Level 4 or above in English is broadly in line with the national average, in mathematics is above average and in science is well above average. When these results are compared with those of similar schools pupils' attainment in English is well below average, in mathematics is average and in science is above average. In each of these subjects girls performed better than boys.
2. Results of the national tests at the end of Key Stage 1 in 2000 show attainment in reading to be below the national average but above the national average in writing and mathematics. Teacher assessment of pupils' performance in science shows standards to be below average. Compared to similar schools nationally, results in 2000 were well below average in reading and average in writing and mathematics. In each of these subjects boys performed better than girls.
3. Because this is the first year of this newly amalgamated school it is not possible to compare these results with those of previous years or to identify any trend. The findings of the inspection are that standards at the end of Key Stage 2 in English, mathematics and science are broadly in line with national expectations. At the end of Key Stage 1 standards in reading have improved and are now in line with expectations. They are in line with expectations in writing, mathematics and science. There is no evidence at the end of either key stage that there is any significant difference in the attainment of boys and girls.
4. In the year 2000 the targets set when the school opened were not met in mathematics because 4 per cent of the pupils were absent for the tests. The school has now been able to make more appropriate assessments of the attainment pupils are likely to achieve. These assessments indicate that on past performance quite a low percentage of pupils will achieve the expected level in 2001. These assessments have, however, already been exceeded because at the time of the inspection more pupils have already achieved the national expectations. This would indicate that progress is good and that standards are rising.
5. Children start school in the reception class at the beginning of the term in which they are five. Children's attainment on entry is variable but they generally come into school with levels of speaking and listening skills, awareness of written language, mathematics, personal independence and social development that are below the average expected for their age. Children make good progress in developing their skills in all areas of the curriculum and by the time they are five, most pupils attain the levels expected for pupils of five in all areas of learning.
6. At the end of both key stages attainment in reading is satisfactory and inspection evidence suggests that standards of reading are improving throughout the school. The emphasis on the development of phonic skills at Key Stage 1 enables the younger pupils to make satisfactory progress in the core reading programme, although for some pupils, their understanding of the text is less secure. At Key Stage 2, the pupils build progressively upon their earlier reading skills and by the end of the key stage many read with fluency, accuracy and understanding. Some pupils at the beginning of the key stage have poorly developed library skills and find difficulty

locating information using the content page or the index. In contrast, by Year 6, the higher and average attaining pupils understand how to locate a range of information using appropriate skills, including those related to finding information using the Internet. By the time they are seven, standards of writing are satisfactory and most pupils are able to write in a sequence of sentences, making use of capital letters and full stops. The impact of the new handwriting policy is beginning to show. By the end of Key Stage 2, the pupils' writing is generally lively and thoughtful. By the end of both key stages pupils' speaking and listening skills are satisfactory. They acquire a satisfactory vocabulary which enables them to join confidently in discussions.

7. The inspection findings are that attainment in mathematics is now in line with national expectations at the end of both key stages. Although the majority of pupils at the end of both key stages will attain national expectations or above there is a significant minority of pupils in this year's Year 6 classes who will struggle to attain the required standard. The introduction of the numeracy strategy and its implementation has been successful. The benefits of the improved mental recall and systematic development of mathematical knowledge and understanding can be seen in the pupils' approach to mathematics.
8. Inspection evidence suggests attainment in science is in line with expectations at the end of Key Stage 2 and above expectations at the end of Key Stage 1. Fewer pupils at the end of Key Stage 2 will achieve the expected level in the tests in 2001 although a similar number of pupils are on course to attain the higher level. The number of pupils at the end of Key Stage 1 achieving in line with national expectations is likely to be above average, and an average number are likely to attain the higher Level 3. Pupils in both key stages make good progress in the aspect of scientific enquiry.
9. Attainment in information and communication technology (ICT) at the end of both key stages is in line with national expectations. Since the amalgamation of the two schools five terms ago, much has been achieved in building up resources and increasing the level of teaching expertise especially at Key Stage 1. By Year 2, pupils know how to use the computer keyboard to produce text, delete and amend mistakes. They make progress in handling data and in using ICT to sort and present information. Pupils in Key Stage 2 understand how to incorporate graphic images to complement their text. Older pupils understand how to use "cut and paste" methods to move text around, and to adjust their presentation to suit the intended audience. They know how to use the Internet and the older pupils use e-mail confidently to send information to a variety of sources. ICT is used effectively to support the older pupils' learning in a range of subjects but in Key Stage 1 too little attention is given to this aspect of the work.
10. Attainment in all other subjects at the end of both key stages is satisfactory except in art and design at the end of Key Stage 2 where it is above expectations. By the age of eleven pupils have had experience of using a wide range of different media and techniques and have studied the work of a number of artists such as Andy Goldsworthy and a group of Italian artists including Boccioni and Saverini.
11. The attainment of most pupils with special educational needs is generally below the national average by the end of Key Stage 1. However, these pupils are building upon their prior attainment and are making good progress in relation to the targets in their individual plans, and many pupils achieve at a level in line with national standards by the end of Key Stage 2. For most pupils with hearing impairment, attainment is below the national average by the end of Key Stage 1. However, some pupils are

achieving at a level in line with national standards, especially those at the end of Key Stage 2. In the majority of lessons pupils make consistently good progress.

Pupils' attitudes, values and personal development

12. Pupils are keen to attend school and play a full part in its life, including the good range of extra-curricular activities. They generally have a good attitude to their work. Pupils are interested in their work, listen to their teacher and get on with the task given. They join in the lessons enthusiastically and are keen to answer and raise questions. Pupils take a pride in their work and present it neatly. In one Year 1 class, attitudes are sometimes less than good.
13. The behaviour of the pupils, in class and around the school, is generally good and in Key Stage 2 it is particularly good. Good behaviour is expected and is mainly achieved. Parents are generally happy with the standard of behaviour achieved. Some parents had concerns about the behaviour of a few pupils in Year 5 but this has been effectively dealt with by the school and was not supported by the inspection evidence. There were no exclusions during the first year of the school.
14. Relationships, between pupils and between pupils and adults, are good. Pupils work together well, in pairs and in groups. Older and more able pupils are very willing to help the less able and younger pupils. Pupils with hearing or physical disabilities are well integrated into the life of the school and other pupils are very supportive of them. The pupils are very friendly and welcoming to visitors to the school.
15. The personal development of the pupils is good. They respond well to opportunities to take responsibility. Pupils participate in the Agenda 21 Committee, to help improve the environment of the school and further afield. Pupils have responsibilities in their class and around the school. They act as monitors, pick up litter, answer the phone in the office and Year 6 pupils help the young pupils at lunchtime and in the Key Stage 1 playground. Pupils are consulted on issues like school uniform, books and the new play areas. They show initiative by organising fund raising events for local charities, for example an incubator for the local hospital.
16. Attendance in 1999/2000 was well above the national average and very good. There were no unauthorised absences. Most pupils are punctual with only a few arriving late. The very good level of attendance and punctuality make a very positive contribution to the pupils' attainment and levels of progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Throughout the school the quality of teaching is good overall and 30 percent of teaching is very good or better. Only one unsatisfactory lesson was seen. This was in Key Stage 1. In this lesson one or two pupils failed to concentrate properly and became restless and disturbed other pupils. This affected the progress of all the pupils in the class. This was however exceptional and in other lessons throughout the school pupils made good progress because of good teaching which encouraged positive attitudes to learning. In Key Stage 2 teaching is very good. Seventy eight per cent of teaching observed in Key Stage 2 was good or better, thirty eight per cent of teaching was very good or better and one excellent lesson was seen.
18. In the two classes with children under five, teaching is good. Lessons are well planned and well organised. The teachers are warm and kind to the children and the children feel secure and valued. Teachers take care to involve all children and make

a point of encouraging even the most hesitant children to join in and take a full part in lessons. Teachers speak clearly and give clear instructions that children understand and find easy to follow. This was seen in a physical development lesson in which the teacher's use of clear instructions using well chosen describing words helped the pupils improve the quality of their movements and their co-ordination skills. Teachers use strategies that interest children and this helps them understand. For example, in a lesson introducing children to the different 3 dimensional shapes the teacher gave the children different shaped parcels to wrap up. The children thought that this was a fun activity but it also helped them focus on the different characteristics of the different shapes. Learning support assistants are well used and make a significant contribution to the progress pupils make. In a part of a lesson taken by a support assistant children were encouraged to develop their speaking and listening skills by talking about what teddy had done when they had taken him home. The support assistant was skilful in encouraging children to speak and they responded positively to the opportunity.

19. The best teaching is in literacy at Key Stage 2 where in 7 of the 8 literacy lessons observed, teaching was judged to be very good or better. Teachers have a secure subject knowledge of literacy and are confident teaching it. Their obvious enjoyment of literacy motivates the pupils to feel positive about learning it. Lessons all have a clear structure and a brisk pace. Clear time limits for activities help to focus pupils' minds and lead to a good level of productivity in lessons. Lessons are very well planned and managed and teachers set activities that have just the right amount of challenge. Activities are explained clearly so that pupils know exactly what is expected of them. Teachers often begin lessons by recapping on previous learning which helps pupils build on what they already know and become fully involved from the beginning. Questions are used effectively to probe pupils' understanding and extend their thinking and all pupils are included. Teachers are imaginative in the strategies they use. For example, in one lesson, pupils were encouraged to mime new words and this helped them understand and remember them. Teachers have high expectations of the pupils but their warm and friendly manner gives the pupils the confidence to live up to these expectations. Sessions at the end of lessons are generally used well to reinforce the learning that has taken place during the lesson and to prepare pupils for the next stage of learning. In Key Stage 1, lessons although satisfactory lack the pace of lessons in Key Stage 2 and this sometimes creates restlessness amongst the pupils. Teachers in Key Stage 1 do not always demand sufficient effort from pupils and this affects the level of learning. Sometimes the final part of the lesson is too rushed to be valuable as a means of reinforcing learning or of assessing progress.
20. In numeracy, teaching is good overall with 80 per cent of the numeracy teaching at Key Stage 1 being good and over half the teaching at Key Stage 2 being very good. Teachers are confident teaching numeracy and set pupils tasks that are appropriately challenging. Lessons have a good brisk pace and in the very good lessons as soon as pupils understand the concept being taught the teacher quickly moves on. This retains pupils' interest and concentration. Lessons start with a mental activity and in the best lessons this involves quick fire questions that pupils enjoy and find challenging. Teachers use questions well to involve all pupils and to stimulate thinking. Where possible, teachers set problems in a real life context to help pupils understand more easily. For example, by using coins to purchase items from the class shop, or in Year 6 changing currency through the 'Bureau de Change'. Teachers encourage pupils to explain their answers and this helps them consolidate their thinking. Sessions at the end of lessons are well used to reinforce learning.

21. In science, teaching is good overall. Teachers have good subject knowledge and a clear understanding of fair testing, the correct way to handle resources and the correct use of technical language. Lessons provide a good level of challenge and pupils respond positively. Teachers have high expectations of pupils and make these clear to their class. In the best lessons teachers allow pupils to investigate their own ideas, for example when in Year 4 pupils investigated where ice might melt fastest. Most teachers give pupils opportunities to explore their existing ideas before giving them activities which challenge those ideas and develop them further.
22. Teachers' knowledge and understanding of what they are teaching is always at least satisfactory and in most subjects is good. Teaching of the basic skills in reading, writing and numeracy is good and in Key Stage 2 is very good. There is an appropriate focus throughout the school on the development of science skills. Skills in information and communication technology are well developed at both key stages but in Key Stage 1 pupils are provided with too few opportunities to practice these skills across the curriculum.
23. Teachers' planning is effective and pupils usually learn what teachers expect them to learn. Teachers plan together in year groups and support each other well. Teachers have high and sometimes very high expectations of pupils.
24. Teachers use a range of effective teaching strategies which are often imaginative and exciting for the pupils. Examples of this were seen in Year 2 when pupils enacted a Baptism, in Year 6 when pupils completed a true or false quiz in geography and in the hearing impaired unit when pupils were encouraged to sing in order to help them hear the rhythm of poems more effectively. Lessons usually have a brisk pace and a variety of activities are offered to pupils. This helps to retain pupils' interest.
25. A strength of the teaching is in the relationships teachers have with their pupils and the efficient way in which lessons are managed. This inspires pupils to want to do their best and positively effects the progress pupils make.
26. Learning support assistants are very well informed about the lessons and they make a significant contribution to pupils' learning. This was seen particularly in lessons in which pupils with hearing impairment were present. Their expertise was well used to ensure that these pupils were able to take a full part in lessons. Resources are well prepared and well used.
27. Day-to-day assessment is good. Teachers use questions well to check pupils' progress and in one lesson observed the teacher planned to repeat the work the following day because pupils needed more reinforcement. Marking provides good information on how work might be improved. Homework is given but the amount and regularity of this is inconsistent throughout the school.
28. The quality of teaching and learning for pupils with special educational needs is good. Different activities are planned within lessons to ensure that pupils have full access to the curriculum. Teaching is well focused on pupils' needs, and the targets in pupils' individual education plans which are clear, realistic and well matched to pupils' abilities. Individual education plans are consistently monitored and regularly reviewed by the co-ordinator. Regular consultation between the teachers and the co-ordinator ensures continuity of teaching and planning and has a significant impact on pupils' learning. This in turn contributes to the consistently good progress these pupils make. The sets based on prior attainment for numeracy work well for pupils with

special educational needs and ensure that they are set appropriate challenges. Teaching in the Units for Pupils with Hearing Impairment is very good.

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

29. The curriculum provided by the school for all pupils is good. It meets the legal requirements and has breadth and balance. It is relevant to the needs of the pupils, including those with special educational needs. The National Strategies for literacy and numeracy have been implemented effectively and personal, social and health education is included in the planning of specific subjects. There is provision for drugs' awareness education and sex education within the science curriculum. Religious education is taught and a daily act of worship is provided. The allocation of time to individual subjects is appropriate.
30. The quality and range of learning opportunities for children at the Foundation Stage is good. All six areas of learning are covered effectively and staff have a good knowledge and understanding of this age group. There is an appropriate emphasis on the teaching of literacy and numeracy and in developing children's personal and social skills. Pupils are well prepared for the next stage of education.
31. Good procedures are in place for the early identification of pupils with special educational needs and these pupils have access to every area of the curriculum. The curriculum meets the requirements of all pupils on the Code of Practice special needs register. Pupils, including those from the Hearing Impaired Unit, are well integrated into their class groups and take a full part in lessons. There are also opportunities for hearing pupils to be taught in the Hearing Impaired Unit, alongside their peers. Support staff work closely with class teachers and the special educational needs co-ordinator. Individual Educational Plans are good and meet pupils' needs. The curriculum is enhanced by opportunities for visits out of school, in which all special needs pupils take part. They also attend a range of extra curricular activities, after school. There are no pupils for whom English is a second language.
32. Effective policies and schemes of work are in place for all areas of the curriculum and there is a comprehensive and consistent approach to planning throughout the school. This is having a good effect on each individual teacher's planning and is beneficial to pupils' learning in this recently established school. The Literacy and Numeracy Strategies have been successfully implemented during the school's first year and are now having a positive impact on pupils' progress, particularly in reading and literacy skills. There are many opportunities for reinforcing literacy and numeracy skills across the curriculum and these are planned for in each subject. For example, pupils' language skills are extended in history lessons through investigative tasks whilst mathematical skills are needed when producing graphs and maps in science and geography. Information and communication technology has recently received new resources, especially at Key Stage 1, and although planning is in place, this subject is still developing. Key Stage 1 have not yet been able to sufficiently develop the use of ICT across other areas of the curriculum at Key Stage 1. There is a homework policy, but this is not consistently implemented throughout the school.
33. The school makes good provision for extra curricular activities which include football and netball clubs, a music theory group and a first aid club. There are educational visits to a variety of places which enhance classroom experiences, for example, visits to museums including those specialising in science and industry, plus a hat museum! Year 6 pupils have the opportunity to participate in a course at an outdoor centre and

many visitors come regularly into school to talk to the pupils or perform for them. For example, local clergymen visit the school and help with assemblies and the Sealed Knot Company perform for the pupils in period costume. These visits and visitors enrich the curriculum and support pupils' personal, social and cultural development.

34. The school is well integrated into the local community. Pupils entertain senior citizens and the local football team uses the school's grounds. There are effective links with pre-school organisations and good liaison with the local secondary school. Staffs from both schools are working together on an assessment programme and exchange visits are arranged. These initiatives enable pupils to feel secure and happy as they move into Key Stage 3.
35. The school makes good provision for the pupils' spiritual, moral, social and cultural development. The ethos of the school is positive. A strong sense of caring for each other and the environment prevails throughout the school and is an integral part of daily life.
36. The religious education programme positively supports pupils' spiritual development. For example, in a lesson about baptism, pupils showed sensitivity when handling the artefacts and sheer amazement at the size of the christening robes! Prayers, poems and stories, written by the children and appropriately displayed, help pupils to be aware of nature and beauty and to value other people's ideas. This is further reinforced in religious education when pupils learn about other religions and their festivals, for example, Diwali, and begin to appreciate the need to be sensitive and open to values that are different from their own. Assemblies contribute to pupils' spiritual development, being conducted in a calm and purposeful manner. However, sometimes opportunities for quiet reflection are missed during assemblies. Also, listening to music is not always sufficiently well integrated into assemblies to enhance pupils' spiritual development. Provision for pupils' spiritual development is satisfactory.
37. The attention given to moral development is very good. All adults in the school are good role models and encourage the pupils to be fair minded, to share and care and to consider the effects of their actions on others. For example, one of the rules in a Key Stage 2 classroom reads, "Please respect other people's things". Teachers use praise effectively and the majority of pupils understand the code of conduct expected. An achievement assembly is held each week which celebrates good work and behaviour. The school's planned integration programme and inclusion policy help pupils to appreciate and understand the importance of equality of opportunity for all pupils. Stories in assemblies and lessons support pupils' awareness of what is right and what is wrong. For example, the story of Mr Fox and Mr Wolf which highlights 'stranger danger'. Resources are treated with respect and there is an absence of litter in and around the school.
38. There are many opportunities across the curriculum for pupils to develop social skills. For example, pupils work collaboratively when investigating artefacts in Key Stage 2 history lessons and in role play at Key Stage 1. Pupils are encouraged to take responsibility and older pupils organise and enjoy helping the younger ones. All pupils are expected to take turns from an early age and to recognise personal qualities in others. For example, pupils with physical difficulties are included and helped by their peers in lessons and at play times, whilst in literacy and numeracy lessons pupils work co-operatively in pairs and small groups supporting each other sensibly and happily. Pupils are encouraged to participate in many school matters, for example, representatives from each class are included in the "Agenda 21" committee, working

with teachers, governors, parents and friends of the school. The provision for pupils' social development is good.

39. Pupils' cultural development is supported by their work, particularly in religious education, history, geography and literacy. Pupils further celebrate their own culture through learning about their locality and visiting local places of interest. There have been many visits during this first year. There are sufficient books to support pupils' cultural development, but a shortage of musical instruments limits this provision. Pupils explore diverse cultural traditions in some areas of the curriculum, for example, in physical education, where pupils appreciated an African folk tale, "The Calabash Children", through dance. The provision for pupils' cultural development is satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The steps taken to ensure the pupils' welfare, health and safety are satisfactory. The teachers know their pupils well, recognise their needs and give them good support and guidance.
41. The school has a satisfactory health and safety policy. A safety inspection of the buildings and grounds has been completed and termly risk assessments are planned. Termly fire drills are held and all the moveable equipment is checked annually. The school nurse visits regularly. She carries out health checks on the pupils and offers an advice drop-in session for parents. There are sufficient first aid trained staff in both key stages.
42. The school has an appropriate child protection policy, which is based on the local education authority's guidelines. The headteacher and a Year 3 teacher are responsible for its implementation. The Year 3 teacher has received training but the headteacher has not. There has been no staff training on child protection since the school amalgamation.
43. The school's procedures for monitoring and improving attendance are good. Attendance is monitored by class teachers, the administration officer, the headteacher and the educational welfare officer (EWO). Daily records are maintained of pupils absent and the reason for the absence. If there are any concerns they are followed up by the school and/or the EWO. The school tries to discourage family holidays during term time. There are no incentive schemes to encourage good attendance and punctuality.
44. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a suitable behaviour policy which contains a range of rewards and sanctions to encourage good behaviour. Every Friday two pupils from each class are praised in the assembly. Isolated incidents of bullying do occur and these are dealt with individually and speedily. Parents are involved, where necessary. Parents are generally happy with the way the school deals with bullying incidents.
45. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. Class teachers monitor the personal development of the pupils. Any serious problems are recorded but no general records of the personal development of the pupils are maintained. The pupils' personal development is mentioned in their annual reports. Teachers know their pupils well and care about their personal development.

46. Procedures for monitoring pupils' progress are good in literacy and numeracy. Good and detailed records are kept of pupils' attainments in English and mathematics. Standardised tests are given to pupils each year. These give useful information about pupils' progress and identify areas of underachievement. This is used well by teachers to group pupils into sets of pupils with similar prior attainment for numeracy and to identify pupils who need extra support in class. In science and the foundation subjects assessment is informal. End of year assessments of pupils' progress are passed to the next teacher or school, but there are currently no whole school assessment procedures in place. Teachers' day to day assessment is good. Class work is marked regularly and good use is made of questioning within lessons to assess individuals' progress.
47. Assemblies provide equal opportunities for special needs pupils to have their achievements celebrated and so boost their self-esteem. The school actively promotes the acceptance of all pupils and most pupils show effective care and consideration for the pupil who requires the use of a wheelchair and for the pupils with hearing impairment. There is effective liaison, from the co-ordinator, with all external services from both education and health, for example, the advisor from the Learning Support Service has a base in the school and regularly attends pupils' reviews. The special needs teacher provides an adapted 'additional literacy strategy' programme, which she teaches herself to provide specific programmes and learning targets. The staff from the local audiology department, offer very good advice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning.
49. The quality of information provided to parents is satisfactory. Regular letters are sent out to keep the parents informed about the life of the school and matters relating to their child. There are two opportunities each year for parents to meet their child's teacher to discuss their progress. These consultation evenings are well attended.
50. Meetings are held for parents with a child entering the reception classes and, more generally, on subjects like numeracy. All parents have received a booklet on the new handwriting policy. Some parents would like more information about what their child is studying so that they can help them more at home.
51. The pupils' annual reports tells parents what their child knows, understands and can do but they do not usually set targets for improvement. Many parents write their own comments on the report, which is then returned to the school.
52. In the school prospectus the parents' right to have their child removed from collective worship is not referred to.
53. The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory.
54. The school's Friends' Association is very active. It organises a number of fund raising and social events. The money raised is currently being set aside to fund new play areas for both Key Stages 1 and 2. The school encourages parents to help in the school and a large number do so.

55. There is a homework policy which mainly relates to numeracy, literacy and project work. The provision of homework is inconsistent across the school. This was a concern expressed by some of the parents and in the parents' questionnaire 22 per cent of those who responded were not satisfied that their child received the right amount of homework. This view was supported by the inspection evidence.
56. Parental support of their child's work at home is mixed. Most parents of the younger pupils in the school hear their child read, and write comments in the reading record. Some parents were concerned about the extra-curricular provision. This was not supported by the inspection evidence. Provision for extra-curricular activities is good although there is little at Key Stage 1.
57. Links with parents of pupils with special educational needs is good. Parents of these pupils are invited to most reviews, to contribute to targets in pupils' individual plans, as well as to the two normal consultation evenings during the year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. This newly amalgamated school has benefited from the outstanding leadership of the headteacher and is very well managed. His strong leadership has been an inspiration to the senior management team and to the governing body who together with the headteacher provide a clear educational direction for the school and a commitment to raising standards. He is ably supported by a hardworking deputy headteacher.
59. At the time of the inspection the headteacher has only been in post for the 18 months that the school has been in existence. In that time he has successfully nurtured good relationships between the former staff of the two amalgamated schools and between all members of the school community, who share his commitment to a school where only the best is good enough.
60. The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. He has been decisive in deciding on which areas to focus as a priority and has been instrumental in setting up effective management systems within the school that are now beginning to move the school forward. For example, the practice of having subject co-ordinators from each key stage has been instrumental in developing positive relationships between staff and in getting a whole school approach to the teaching of all subjects. The senior management team is enthusiastic and hardworking and share the headteacher's commitment to improvement. The school works positively to ensure all pupils are fully included and have equal opportunities regardless of their ability or disability.
61. All teachers have been monitored teaching literacy and numeracy and the headteacher and the senior management team monitor planning. The school claims that the systems for monitoring have been effective in improving the teaching of literacy, especially at Key Stage 2 but the systems are still developing. For example, there has not as yet been any monitoring of teaching of the foundation subjects although the school has plans to develop this. The headteacher and the senior management team analyse the results of tests and other data and have a clear view of how well the pupils are doing. In reading, for example, the information has been used to effectively improve reading skills. The school recognises that the next stage of development is to monitor pupils' work on a regular basis.

62. The co-ordinator of the school's provision for special educational needs is a full time teacher in the unit for pupils with hearing impairment. She carries out her duties effectively and efficiently. The school meets the requirements of the Code of Practice for special needs in all respects. There is a designated governor, who has a good involvement with the work of the school and who is well supported by a sub committee of the governing body. The sub-committee, provides good curriculum support for all special needs pupils. They have been very concerned about the reduced provision of support for special needs pupils, which has occurred since amalgamation in September 1999, and are currently involved in a consultation process with the County Learning support manager. There is an effective special needs policy, which is to be reviewed annually. The support from the many outside agencies for pupils who have a special need is well managed. Statutory requirements for assessment recording and reporting relating to special needs pupils are fully met. There is efficient use of the provision for hearing impaired pupils, during 'reverse integration' when pupils from the other classes join pupils with hearing impairment.
63. The governing body maintain a strong involvement in the life of the school and offer good support. They have a clear understanding of the strengths of the school and those areas needing to be improved, for example the raising of standards even further. Governors have a strong committee structure looking at different aspects of the school and are well informed by thorough reports and open discussion with the headteacher and staff. Governors have been particularly active in supporting the attempts of the headteacher to improve the environment of the school. They have been active in arranging for the new perimeter fencing to be purchased and installed and are now working at providing a single staffroom for the staff and a covered access to join the two buildings.
64. The school development plan is an evolving document which inevitably had to begin with immediate and important priorities. The current school development plan has clear and relevant targets to guide the school through its second year. They are costed and closely related to the budget. Now that the systems introduced by the head have provided the school with more accurate information on the school's strengths and weaknesses the school recognises that as it moves into its third and subsequent years the school development plans can be more far reaching.
65. Day to day monitoring of the school budget is effective. Day to day spending is well documented and governors monitor income and expenditure. Although the governors understanding of the principles of Best Value is underdeveloped the governing body is prudent in its spending and take steps to ensure that they obtain good value in all their transactions. For example, when arranging for the perimeter fencing the school managed to obtain additional funds that meant that the funds initially allocated for this could be used for other things. The additional funds obtained by the school for the amalgamation and for the unit for pupils with hearing impairment are used appropriately and to good effect. Careful financial management has enabled the school to improve the number of learning support assistants in the school.
66. The match of teachers and support staff to meet the demands of the national curriculum is good. The teachers have an appropriate range of subject expertise and there are suitable procedures for inducting newly qualified teachers. There is, however, one hearing impaired pupil, whose ability level requires the integrated provision to be within a high ability mainstream group and another pupil who has had a cochlear implant and uses a speech processor. Both these pupils require a high level of support which the school is not always able to provide.

67. The accommodation is adequate in both key stages but Key Stage 2 is housed in a building that was built just after the war from surplus military aircraft. Whilst this accommodation continues to fulfil its function in terms of space it fails to meet modern standards of layout, lighting and heating and provides a learning environment that despite the good efforts of teachers' display, is depressing. The Key Stage 1 building is by contrast pleasant and stimulating. The open plan layout however causes problems of noise pollution and some areas are very draughty. The outside play areas are overall satisfactory although the play area for the pupils in Key Stage 1 is small and there is no separate play area for the pupils under five.
68. The overall level of resources is satisfactory and has improved since the school opened. The number of computers has increased considerably, especially in Key Stage 1. The library in Key Stage 2 is at present situated in the corridor and is unsatisfactory. The school is aware of this and has already put in place plans to remedy the situation. Old books have been thrown away and money has been put on one side for new books. The school has plans to resite the library when other building work has been completed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to maintain and further improve standards of attainment in all subjects the school should:

- (1) Extend the use of information and communication technology across the curriculum at Key Stage 1, by:
 - Providing appropriate training for teachers;
 - Including in medium term planning, opportunities for using information and communication technology in other subjects.(paragraphs 9,22,32, 98, 114, 121, 136, 148)
- (2) Monitor the quality of teaching in all subject areas.
(paragraphs 61, 122, 127, 132, 136, 149, 157, 163, 168)
- (3) Monitor regularly the standards of work pupils produce across all subjects of the curriculum.
(paragraphs 61, 99, 114, 122, 127, 132, 136, 149, 168)

Other issues which should be considered by the school

- Improve the quality of homework guidelines so that teachers, parents and pupils know how much homework to expect each week and when it should be done and apply the guidelines consistently across the school.
(paragraphs 27, 5)
- Improve the number of teachers who are trained in child protection procedures.
(paragraph 42)

THE UNITS FOR PUPILS WITH HEARING IMPAIRMENT

70. The school has very well resourced provision for up to sixteen hearing impaired pupils, between the ages of four and eleven years. There are two separate units, one at each key stage. Currently there are thirteen statemented pupils, whose special educational need ranges from moderate to profound hearing impairment with some associated language impairment. Five pupils also have additional moderate to complex learning difficulties. There are two full time teachers of the hearing impaired and two specialist teaching assistants.
71. To enable pupils to have full access to a broad, balanced and relevant curriculum, all pupils follow the school's integration policy of being taught both within their units and within mainstream classes. There is also an effective reverse integration programme in place, where mainstream pupils are taught alongside hearing impaired pupils within the unit classroom. A very good example of this was observed, when a high ability numeracy group, were taking part in estimating activities, involving distance, time and money. The challenging activities, and the teacher's probing questions stimulated pupils' thinking, enabling good collaborative work. The reverse integration helps develop relationships between both groups of pupils and helps develop the self esteem of the hearing impaired pupils who are pleased to welcome their friends into their own unit.
72. At Key Stage 2, all hearing impaired pupils have an individual programme of integration into their mainstream classes. This integration programme can be nearly full-time. Specialist support, which is provided in some lessons allows good integration and successfully encourages independent learning. A few pupils, because of severe linguistic delay, have a more limited integration programme. For example some pupils only integrate for assembly, music, games, physical education, art and technology. The unit base provides the best listening environment for these pupils and in their base, they receive lessons which are well matched to their individual needs and which enable them to attain basic literacy and numeracy skills.
73. As a consequence of their hearing impairment and the resulting linguistic delay, most pupils attainment is below the national average by the end of Key Stage 1. However, some pupils are achieving at a level in line with expectations, especially those at the end of Key Stage 2. In the majority of lessons pupils make consistently good progress and build on their prior attainment. Pupils also make good progress in meeting the specific targets in their individual education plans.
74. The quality of specialist teaching is very good overall. The two teachers for the hearing impaired give good leadership to the special teaching assistants and the classroom teachers, who all work together very effectively as a team. All staff give full commitment to teaching both hearing and hearing-impaired pupils, within integrated groups, in either the units or the classrooms. The specialist teachers, who liaise with the class teachers, jointly plan the class lessons. This results in lesson plans which have clear specific learning objectives precisely matched to the hearing impaired pupils needs and their individual plans. The educational opportunities to improve listening, communication and language skills are provided through an auditory, oral approach, which enables pupils to have very effective access to the curriculum. The high quality of team teaching effectively promotes learning and has a positive impact on the good progress pupils make. The very high standard of teachers' interpretation skills enables pupils' to have full access to the curriculum. All staff have expertise in using radio hearing aids efficiently and this also helps the hearing impaired pupils integrate more successfully. At present there is an

appropriate amount of specialist support, to enable effective integration and help pupils attain their eventual aim, of successful integration, into a 'hearing' world. There is however, one hearing impaired pupil, whose ability level requires the integrated provision, to be within a high ability mainstream group and another pupil who has had a cochlear implant and uses a speech processor. Both these pupils require a high level of support at this crucial stage in their linguistic and educational development, which the school is not always able to provide.

75. The teacher in charge of the Key Stage 2 unit for the hearing-impaired, is also the special needs co-ordinator and provides very good leadership. She has established procedures for effective planning, diagnostic assessment, and continuous monitoring of pupils' learning and progress. Initial assessment on entry identifies hearing impaired pupils' specific needs. The co-ordinator arranges for specialist staff to meet regularly, to discuss pupils' individual plans and support arrangements. This continuous assessment of individual needs makes an exemplary contribution to the learning and good progress of all the hearing impaired pupils. Each pupil's individual educational plan contains relevant literacy or other learning objectives, achievable targets, success criteria and flexible arrangements for successful integration into the mainstream classes. This enables teachers to plan individual activities closely linked to individual pupil's plans. There are guidelines within the hearing-impaired policy, to enable teachers to support pupils' access the national literacy framework at the points that match their individual needs.
76. In line with all mainstream pupils, achievement and progress information is given in a yearly written report to parents plus consultation evenings. Hearing-impaired pupil's statements are reviewed annually in accordance with the Code of Practice, within a review to which parents are invited. Individual educational plans are discussed at these meetings. These individual plans are reviewed termly and parents are kept fully informed. Specialist staff actively seek to secure an effective partnership with parents which includes home visits when necessary and parents are encouraged to be closely involved in their children's education and progress. There are good links with the secondary schools and parents are invited to visit all possible choices before making a decision. They have full consultation with staff during this time.
77. The unit accommodation offers two optimal acoustic listening environments in which hearing aids can be checked and audiological assessments made of pupils' hearing. There are fortnightly links with audiological technicians from Leighton hospital who replace faulty hearing aids and take impressions for earmoulds. Links with the cochlear implant centres enable maintenance of implant equipment and speech processors. Accommodation throughout the school has some carpeted areas which benefits all hearing-impaired pupils integrate more effectively. Learning resources are of good quality and are used well.
78. Staff are committed to encouraging integration and inclusion and hearing impaired pupils are included in all school clubs, for example the after school football clubs. These are available to both boys and girls and provide a positive boost to hearing impaired pupils self esteem. This is one area where they can positively shine.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	29	42	26	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		371
Number of full-time pupils known to be eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		19
Number of pupils on the school's special educational needs register		44

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	15	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	21	23
	Girls	12	13	13
	Total	30	34	36
Percentage of pupils at NC level 2 or above	School	79	89	95
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	13	13	13
	Total	34	36	36
Percentage of pupils at NC level 2 or above	School	89	95	95
	National	84	88	88

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	17	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	25	32
	Girls	14	13	14
	Total	41	38	46
Percentage of pupils at NC level 4 or above	School	82	76	92
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	24
	Girls	12	15	14
	Total	36	39	38
Percentage of pupils at NC level 4 or above	School	72	78	76
	National	70	72	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0.2
Pakistani	0
Bangladeshi	0
Chinese	0
White	99.8
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	24
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	249

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
	£
Total income	746,028
Total expenditure	723,882
Expenditure per pupil	1,941
Balance brought forward from previous year	24,147
Balance carried forward to next year	46,293

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	56	41	2	1	0
Behaviour in the school is good.	31	63	2	0	4
My child gets the right amount of work to do at home.	37	40	14	8	1
The teaching is good.	63	35	1	1	0
I am kept well informed about how my child is getting on.	54	34	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	30	1	0	0
The school expects my child to work hard and achieve his or her best.	63	34	1	0	2
The school works closely with parents.	46	48	4	1	2
The school is well led and managed.	56	39	2	0	3
The school is helping my child become mature and responsible.	50	45	3	1	2
The school provides an interesting range of activities outside lessons.	25	37	14	1	23

Other issues raised by parents

Some parents were concerned about the provision for the Year 5 pupils. They were concerned that there had been three teachers in one Year 5 class this year. They were also concerned about the large class sizes and the fact that they believed that the behaviour of some pupils was disturbing the majority in Year 5.

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

79. There is good provision in this newly amalgamated school for children in the foundation stage. Good teaching is having a positive impact on children's learning so that at the beginning of their second term in school, most children are making good progress towards the early learning goals. Initial assessments, conducted shortly after admission to school, indicate that the speaking and listening skills, awareness of written language, mathematics, personal independence and social development of many children, are below the average expected for their age. During the inspection there was clear evidence that by the end of the reception year, most children will have attained the expected standards for children of their age and some will exceed this level in some aspects. This is a direct result of the good teaching, which includes careful planning, day to day assessment of children's progress and positive relationships. Staff in the two reception classes work co-operatively and productively under the leadership of an efficient early years co-ordinator, whose thorough grasp of the development and educational needs of young children under five, makes a significant contribution to the quality of teaching and learning. Two hearing impaired children from the school's special unit, spend at least one session per day in the reception class supported by a classroom assistant from the unit. One other child with moderate hearing loss, is fully integrated into the reception class and receives no additional support other than that from the reception classroom assistant. All these children make good progress in the areas of learning because they are ably supported by competent staff who understand their special needs. Care is taken to ensure that they are included in activities and benefit fully from their education.

Personal, social and emotional development

80. Teaching is good and most children will have reached the expected standards in this area by the time they leave the reception class and some children will exceed this level. Children enjoy school, are enthusiastic about learning and are developing independence and confidence. This reflects the skilful teaching and the encouragement to achieve, that is consistently reinforced by all staff. In both classes, children display an understanding and empathy towards the needs of others, particularly in play and group tasks when they work well together and understand the need for rules. This was evident when they followed instructions during a physical education lesson and when they took turns sharing resources during a mathematics activity. Adults provide good role models. They treat the children and each other with courtesy and respect and children know they are valued. Children develop self-reliance in taking responsibility for their own actions, for example, when dressing and undressing for physical activities and during role-play. In the cafe, careful structure and provision of resources such as menus and order pads encourage children to practise their developing, independent writing skills. Teachers efforts to make lessons challenging and exciting result in children developing the positive attitudes to learning which are evident in many activities. For example, when children were guessing 'shiny shapes' of solid objects wrapped in silver foil. Concentration in group tasks is above average and teachers recognise the value of those materials and experiences, which develop in children the power to become absorbed in an activity.

Communication, language and literacy

81. Teaching is good. Well organised and managed lessons pitched at the appropriate level are meticulously planned by teachers and ensure that children reach and often exceed the expected standards in the area of communication, language and literacy. Communication skills are encouraged throughout and speaking and listening skills progress well. This is evident in many classroom activities. Children listen and respond to teachers' questions and to the contributions of others. They enjoy participating in stories. They predict accurately the events in the story of *Jasper the Cat*. Children are good at using initial and final sounds and new words. Many have made an enthusiastic start with reading and enjoy sharing early reading books with an adult. As a result of the effective teaching of phonics and the adoption of elements of the Literacy Framework, children are developing confidence and independence in early reading and writing skills. Several children write phonetically plausible words and sentences. For example, in the cafe, 'bsct' represented the word 'biscuit'. Children have written their own rules 'No rung in scul' for 'No running in school'. In a topic about holidays they have written about destinations, for example, 'Wls' for 'Wales', 'Cprs' for 'Cyprus'. Supplies of paper, pencils, felt pens and crayons are available and children readily use them. Staff arrange attractive displays and collections of interesting artefacts such as old toys and a wide range of natural and man-made objects to stimulate the growth of new vocabulary. A print-rich environment further encourages children to discover, experience and use new words.

Mathematical development

82. Teaching of mathematics is satisfactory and in one class very good. By the end of the reception class, children will have reached this early learning goal. Children can count up to, and back from 10, and some can count well beyond this. A few children know how to add one or two more to a number, but in spite of satisfactory teaching, a few children have difficulty understanding this process. Very good teaching of shape, which captured the children's interest, enabled them to make above average progress in learning about solid shapes such as 'cylinder' and 'sphere'. A few children know that a wooden spoon is oval shaped and can identify curved and straight shapes. The teacher encouraged children to use the correct vocabulary and 'act like mathematicians, because we're doing mathematics'. On later occasions they were able to use this 'new' language of shape correctly in other play situations. For example, when children were examining objects on the investigation table and in a collection of old and new toys.

Knowledge and understanding of the world

83. Teaching is good and by the time they are five children will have attained the expected standards in this area of learning. Children enter school with a basic general knowledge. As a result of good teaching, they build on this successfully in the reception class and are confident in moving around and learning about the school's environment. They have taken a journey around the school to see the junior building and external areas. A road crossing warden has visited the school to talk about how to cross the road safely. Children have made posters to illustrate aspects of road safety and have written their own captions.
84. Children compare and contrast the characteristics of natural and man-made materials. For example they compared the hardness of a piece of amethyst with the softness of a fluffy toy. They talk confidently about the differences and similarities between the patterns on a shell, a fossil and a section from the trunk of a tree and the texture of sandpaper, brushes and embossed fabric. In a topic on old and new toys, thorough planning and effective resources, including museum items, such as a

Victorian doll's pram and early 20th century toy cars, helped children to understand about change over time.

85. In both reception classes some children are beginning to develop skills in information and communication technology such as the use of a keyboard, mouse and cursor. They use a range of software programmes including drawing programs and ones that involve moving items around the screen in order to dress Teddy. However, during the inspection few children were observed using the two computers available.

Physical development

86. The quality of teaching for this area is good and children are on track to reach the expected standards by the end of the reception class. Internal arrangements for children's physical development are effective and a carpeted hall, appropriate resources and effective teaching enable children to learn a range of physical skills. Outdoor play is more restricted, however, by the absence of a specially enclosed play area and large apparatus and they share the playground with pupils from other infant classes. Children are aware of what happens to their bodies when they are active. For example they were encouraged to feel their heart beat during a physical education lesson and know that activity is healthy. Children are learning how to control and balance their bodies in movement. In a physical education lesson they knew how to use space well for themselves and others. They can change direction and add quality to their movements. For example, when moving like a jumping bean, a runner bean or a jelly bean. Children balance a beanbag on various parts of the body and many have good throwing and catching skills for their age. Relevant use of demonstrations by other children helps to improve skills.

Creative development

87. Teaching is good. Children make good progress in this area of development and are on course to reach the expected standards. Provision is good and teachers provide a wide range of interesting activities to develop creativity. Children enjoy and express themselves well through singing, drawing, painting, collage and model making. They are taught how to use tools and equipment such as scissors, glue, brushes and mark making materials and feel safe enough to take risks and make mistakes as they grow in confidence. They increase their knowledge of the variety of uses and outcomes of these materials. For example they made a number game and a skittles game. Observational drawing is developing well and children are learning how to pay close attention to detail. For example, they produced effective pictures in charcoal of a Victorian doll's pram. Role play areas are well resourced and a cafe area stimulates the use of children's imagination. Children prepare meals, lay the table and write menus using emerging writing skills. Children enjoy responding to music. They are learning to use untuned instruments and can recognise simple repeated sound patterns.

ENGLISH

88. In the National Curriculum tests for eleven year olds in 2000, attainment at Level 4 or above, was above the national average, but for Level 5 or above was close the national average. Overall the school's performance in English when compared nationally was close to the national average, although in comparison to similar schools the performance was well below the average. Data indicates that the girls

attained slightly better than boys. No differences between boys and girls were observed during the period of the inspection.

89. In the National Curriculum tests for seven year olds in 2000, attainment in reading at Level 2 or above and at Level 2B or above was below the national average, whilst at Level 3 was close to the national average. Overall the school's performance in reading when compared nationally was below the national average, and in comparison to similar schools was well below the average. In writing, attainment at Level 2 or above was close to the national average, whilst at level 2B or above was above the national average. Attainment at level 3 was well above the national average. Overall the school's performance in writing when compared nationally was above average and when compared to similar schools was close to the average. Boys performed better than girls in writing and significantly better in reading. No differences between boys and girls were observed during the inspection. Because this is a newly amalgamated school it is not possible to compare results at either key stage with those of previous years.
90. Inspection evidence suggests that by the end of both Key Stages, the great majority of the pupils attain standards which are now in line with those expected nationally in speaking and listening, in reading and in writing. The vast majority, including those with special educational needs, make satisfactory progress in relation to their prior attainment.
91. In each year group the pupils' skills in speaking and listening are developed appropriately. By the end of both key stages they acquire a satisfactory vocabulary which enables them to join confidently in discussions. They talk freely and with enthusiasm and interest about their work when questioned. The structure of lessons is effective in giving pupils time to listen and talk. They express opinions clearly and confidentially and generally communicate ideas effectively. By the end of Key Stage 2, the pupils' ability to listen carefully and to offer their own views and opinions is very apparent during whole class elements of literacy lessons. This is because teachers choose relevant and purposeful, good quality literature which interests and motivates the pupils. For example, in a Year 6 class, the pupils clearly enjoyed a discussion about the work of the author Paul Jennings. They were able to analyse the elements in various texts which evoked particular responses in the reader. Their answers showed their increasing awareness of language structure and how the use of, for example, similes and onomatopoeia can be used to give writing impact and liveliness.
92. Reading is taught systematically and effectively at Key Stage 1 and the emphasis on the development of phonic skills enables the younger pupils to make satisfactory progress in the core reading programme. In addition, many parents make an important contribution to the pupils' reading development by hearing their child read at home and entering comments on the reading record card. Lower attaining pupils are well supported in small groups and individually. They make satisfactory progress in decoding print but as with a number of average attaining pupils, their understanding of the text is less secure. A significant number of pupils, by the end of Key Stage 1, are confident readers who have a good grasp of a variety of strategies to assist them in reading unfamiliar works. They understand the text and read unfamiliar words. Inspection evidence suggests that standards of reading are improving at the end of Key Stage 1.
93. At Key Stage 2, the pupils build progressively upon their earlier reading skills. By the end of the key stage many read with increasing fluency, accuracy and understanding. However, in discussion, some of the pupils in Years 3 and 4 revealed underdeveloped

library skills. Some were hesitant in their understanding of the purpose of fiction and non-fiction books and found difficulty locating information using the content page or the index. In contrast, by Year 6, the higher and average attaining pupils understood how to locate a range of information using appropriate skills, including those related to finding information using the Internet. Some of the Year 6 pupils are avid readers and keep quite detailed records together with comments on books they have read. For example, one pupil who had finished Brian Jacques book "Salamandastron" spoke about the interesting fantasy element running through the book. Another pupil spoke of the enormous doses of adventure and action in the "2 Monsoon" by Wilber Smith, to the extent that he could not put it down.

94. Younger pupils benefit greatly from the literacy hour, and by the time they are seven, most are able to write in a sequence of sentences, making use of capital letters and full stops. They generally spell correctly most commonly used words and their handwriting is cursive and legible. By the end of Key Stage 1, the impact of the new handwriting policy is beginning to show and clear teaching of these skills is greatly supporting the pupils' learning in this respect. By the end of Key Stage 2, the pupils' writing is generally lively and thoughtful.
95. Pupils demonstrate a growing understanding of the accurate use of punctuation and are beginning to use grammatically complex sentences in writing at length. They are able to sustain ideas, often using adventurous vocabulary to good effect. Their progress is supported effectively by teaching techniques, for example, using the story board, which provides a good framework for the pupils writing of stories and accounts. During writing tasks, the rate of learning demonstrated by pupils with special education needs, owes much to the additional support they are given by helpers and classroom assistants. In addition, the teaching is planned effectively so that the work set is appropriate and challenges the pupils at just the right level.
96. The pupils respond enthusiastically to their work in English. They enjoy the literacy hour and participate with a high level of co-operation. They are interested in the content of the work and motivated by the way lessons are planned and implemented.
97. The quality of teaching is satisfactory at Key Stage 1 and very good at Key Stage 2 where the literacy hour is generally very well taught. In the very good lessons the teachers' secure subject knowledge is reflected in the challenging content and in the quality of questioning which probes the pupils understanding and consolidates their learning. During such times, questions are well framed with care taken not to favour either gender. In these lessons, the pupils are managed effectively and in response they demonstrate high standards of behaviour. The most effective teaching conveys a strong sense of the teachers' enjoyment of the subject and the planning of group and independent tasks provides the pupils at all levels of attainment with appropriate challenges. This is in contrast to the less dynamic teaching where the format of the literacy hour is insufficiently rigorous. In such lessons, objectives are not always shared with the pupils and the final plenary element is sometimes too rushed to be valuable as a means of assessing progress.
98. At both Key Stages, the planning of work in other subjects supports effectively the development of the pupils' language skills. For example, at Key Stage 2, the pupils use different forms of writing to good effect when writing geographical and historical accounts. At this Key Stage, good use is made of opportunities to use the computer to support the pupils' learning in English. At Key Stage 1 the use of computers to support pupils' learning of English is underdeveloped.

99. The management of English is very good. The co-ordinators have worked tirelessly to support the successful amalgamation of the two schools so that policies and guidance for staff reflect a united stance. This has been achieved in five terms and represents a strong commitment to succeed in raising standards. The school has taken advantage of, and benefited from, the high level of good support offered by the Local Education Authority. Although assessment strategies are at an early stage of implementation, good use is made of a range of tests to measure pupils' progress. Day to day assessment is more variable but the quality of marking in some of the Key Stage 2 classes is of a high calibre. Pupils are given a clear understanding of their strengths and areas for improvement. Although much has been achieved, more has still to be done to bring all of the teaching up to the level of the best. The school has made an effective start on monitoring the quality of pupils' work by monitoring creative writing at Key Stage 1. The content of the work in English is based appropriately on the National Literacy Strategy and meets fully the requirements of the National Curriculum. In addition, through relevant discussions and good quality literature, the planning of the work makes an important contribution to the pupils' spiritual, moral, social and cultural development. However, there are at present no systems to monitor regularly the quality of work produced by pupils across the school, in order to highlight weaknesses.
100. The school has done much to improve the level of resources for English since the recent amalgamation. However, space for a school library is limited. The school acknowledges the difficulties and has plans to build on a new library for each Key Stage. Meanwhile, many of the books are stored temporarily and at times this makes it difficult, especially at Key Stage 2, for the pupils to access the information they need.

MATHEMATICS

101. In the National Curriculum tests for eleven year olds in 2000 attainment at Level 4 or above, was close to the national average, but for Level 5 or above was well above the national average. Overall the school's performance in mathematics when compared nationally was above the national average, although in comparison to similar schools the performance was close to the average. Further analysis of the results show that girls exceeded the national average by more points than the boys. Inspection evidence suggests that the oldest pupils are in line to achieve the expected standards in the 2001 tests. There is no indication that girls are performing better than boys.
102. In the National Curriculum tests for seven year olds in 2000 attainment at Level 2 or above was close to the national average, at Level 2B or above was above the national average whilst at Level 3 or above was close to the national average. Overall the school's performance in mathematics when compared nationally was above the national average, although in comparison to similar schools the performance was close to the average. Data indicates that the boys exceeded the national average by more points than the girls. Inspection evidence suggests that pupils at the end of Key Stage 1 are achieving at least in line with expectations, a few of whom will achieve above expectations and a small proportion below. No differences in the attainment of boys and girls were observed during the period of the inspection.
103. The introduction of the numeracy strategy and its implementation has been successful with teachers having clear ideas of a range of effective ways of teaching the various elements. The benefits of the improved mental recall and systematic development of mathematical knowledge and understanding can be seen in the pupils approach to mathematics. The guidance provided by the Numeracy Strategy has

supported the teachers in their planning, leading to detailed plans with well defined learning objectives.

104. In Year 1 the satisfactory progress pupils make is shown when they count on and back in tens and twos starting from a variety of different numbers. They understand that some numbers are even and others odd. Many continue the sequence of numbers from 2, 5 and 10. The higher achieving pupils record even numbers on a blank hundred square. Others used a large number mat to cover the even numbers and others built towers to help them count in two's.
105. In Year 2 pupils continue to make satisfactory progress as they extend their understanding of addition and subtraction moving onto addition using two digit numbers to 100 and for the higher attainers addition of three digit numbers to 1000. Pupils begin to understand place value and know how many tens there are in numbers such as 50 and 90. Others recognise that the first number in a two digit number is also a ten. Pupils are aware of two and three-dimensional shapes and know which shapes will roll and which will not. They use non-standard and standard units for measuring. They have been introduced to fractions through colouring a proportion of various shapes.
106. Further development of skills and concepts can be tracked throughout Key Stage 2 beginning in Year 3 where they continue to build on the knowledge acquired in Year 2. They become more secure in their knowledge of hundreds, tens and units and in using multiplication tables. They look at lines of symmetry in two-dimensional shapes. Shape work also includes drawing nets to make cubes and cuboids and considering how many edges and corners can be counted in a variety of shapes. The pupils have produced a topic book relating to data handling and a good number of examples have been completed, some of which have been reproduced on the computer as bar graphs or pie charts. During the lessons pupils begin to understand how to record time using minutes past and minutes to.
107. In Year 4 pupils learn how to find approximate answers to questions by rounding up or down to nearest ten or hundred, then applying this concept to two and three digit numbers. They count confidently in ones, tens and hundreds beginning at different numbers such as 143 count back in tens. They are more secure in their knowledge of their tables and many can respond to quick fire tables questions.
108. By Year 5 pupils' knowledge of place value is extended to include thousands, hundreds, tens and units. They are beginning to add in decimals, particularly relating to money problems. Some lower attaining pupils, however, are still unsure about place value when it is applied to decimals. They are able to work out simple fractions, percentages, multiplication and division. However, the lower achieving pupils are not so secure in their knowledge of tables as the higher attainers are as they struggle to recall how many fives in twenty. Data handling has been extended to include pictograms, probability and line graphs for temperature and co-ordinates.
109. In Year 6 pupils are able to add and subtract using four digit numbers and are confident and accurate when multiplying and dividing numbers, including decimals. They have extended their knowledge of shape and can draw triangles using compasses, appreciating there are different types of triangle and that the angles inside a triangle total 180 degrees.
110. The scrutiny of work shows that pupils are making satisfactory progress in developing their skills and understanding of mathematical concepts. However, in some lessons

observed the progress of pupils is better, particularly where teachers provide activities well matched to pupils' needs and give very clear information about what is to be learned. Pupils with special educational needs are given work that matches their needs and are well supported in class lessons. They make satisfactory progress in relation to their prior attainment.

111. Pupils across the school enjoy mathematics particularly the quick fire mental sessions at the beginning of each lesson. They are keen to respond to the teachers' questions and enjoy using the white boards, number pads or fans to display their answers. Pupils remain on task and concentrate well, giving of their best. They readily work together when asked to do so and share resources. Many pupils across the school take a pride in their work, giving it both a date and title. However, some of the younger pupils are not so careful in their recording and work remains undated. Pupils are confident to have a go at describing how they reach their answer, even when they are unsure whether or not they are doing it correctly. Their peers are very supportive if they are struggling and listen respectfully to their efforts. Pupils are keen to increase their knowledge and skills and enthusiastically rise to the challenge of solving some difficult problems.
112. The quality of teaching throughout the school is always at least satisfactory and 80 per cent of teaching at Key Stage 1 was good. In Key Stage 2, over half the teaching observed was very good. Where the lessons are good or better they are well planned, move at a good pace and present pupils with a variety of challenges. Some teachers use a range of strategies and resources and these help to raise the motivation and enjoyment of mathematics. For example one teacher has a monkey that helps the pupils learn their tables and number facts! Another has a "magic box" that helps to focus the attention of the pupils. Tasks are invariably well matched to pupils' needs although there are a few instances where the match is not so good. Teachers are knowledgeable but where teachers lack confidence, lessons do not motivate the pupils as successfully as those where teachers are confident to deliver the appropriate curriculum. All teachers have good relationships with their classes and use questioning well to develop pupils' knowledge and give their pupils praise and encouragement. Additional support is used very effectively and enhances the pupils' learning. There is regular liaison between the support staff and teachers and feedback after the lessons. The sessions at the end of lessons are used to reinforce pupils' learning and to ensure pupils fully understand new concepts.
113. In Years 5 and 6 pupils are grouped by ability into two sets and this has had a positive effect on their learning. This is particularly true in Year 6 where teachers boost the standards achieved by giving pupils work that is more closely matched to their needs.
114. There is a very enthusiastic and competent co-ordinator who, through the provision of training, has increased staff knowledge of the numeracy strategy and developed their confidence to deliver the curriculum. She has successfully co-ordinated the provision of policies and guidance for staff that reflect the united approach of this newly amalgamated school. However, the role does not yet include regular monitoring of the quality of work produced by pupils across the school, in order to highlight weaknesses. The school recognises this and has included plans to do this in their action plan. The use of mathematics is developed effectively by its use in other areas of the curriculum, especially data handling in science and ICT at key Stage 2 and co-ordinates in geography. In Key Stage 1 pupils have not yet had sufficient opportunities to use computers to support their progress in mathematics.

115. Year 6 pupils had the opportunity to apply their mathematical understanding recently when a visit to Tatton Hall gave them the opportunity to design a reception area for a hotel (based on an area in the Hall) without the use of measuring equipment. They had to devise ways of measuring and recording the sizes and shapes of the floor space, produce a design and cost it out for furnishings etc. The results of this are displayed in the school and show how successfully the challenge was completed.

SCIENCE

116. In the National Curriculum tests for eleven year olds in 2000, attainment at Level 4 or above, was above the national average, and for Level 5 or above was well above the national average. Overall the school's performance in science when compared nationally was well above the national average, and in comparison to similar schools the performance was above average. Girls performed slightly better than boys. Inspection evidence suggests that most pupils at the end of Key Stage 2 are in line to achieve similar standards to those of pupils last year. No differences in the standards of boys and girls were observed during the inspection.
117. In the National Curriculum teacher assessment for seven year olds in 2000, attainment at Level 2 or above was above the national average whilst at Level 3 or above was below the national average. When these results are compared to those of pupils attending similar schools the number of pupils attaining Level 2 or above was close to the average and the number attaining the higher Level 3 was below average. Inspection evidence suggests that the number of pupils at the end of Key Stage 1 achieving in line with national expectations is above average, and that an average number will attain the higher Level 3. This is an improvement on last year.
118. Pupils at the end of Key Stage 2 have a secure understanding of life processes. Pupils in one Year 6 class explain a food chain by using the correct terminology of consumer and producer and talk about how some animals such as mountain goats and desert snakes have adapted to suit their environment. The other Year 6 class have not yet covered this work. Pupils from both classes accurately describe the position and function of the major organs of the human body such as the heart and lungs. In the aspect of materials science, attainment is above average with most pupils having a good understanding of the processes they can use to separate a mixture of salt, sand, paper clips and gravel. They recognise the difference between a solid, a liquid and a gas and can explain in everyday terms what happens when a rain puddle disappears during the day. Understanding of the physical processes is less secure. For example, whilst pupils understand that a complete circuit is needed in order to light a bulb and that the bulb will shine more brightly if an extra battery is added, they are less sure about what might happen if an extra bulb is added. Similarly, although pupils can recognise when gravity is exerting a force, they are unsure about the concept of air resistance. Overall, this level of knowledge and understanding is in line with that expected for pupils of this age.
119. Pupils at the end of Year 2 have very good recall of the work they have covered. They know that pushes and pulls can cause an object to move and that the strength of the push affects the amount of movement. They talk confidently about the way in which sounds can be created, naming blowing, banging, shaking and scraping as means. They are a little less sure about electricity and struggle to remember that they need a complete circuit in order to light a bulb. They have a good understanding of materials science and explain that the table is made of wood because wood is strong enough to hold the weight of things we put on the table. They know that heat can cause materials to change and can identify what happens to chocolate, cheese and even

metal when heat is applied. They know that they need to eat the correct types of food in order to be healthy and know also that a plant needs water and sunlight in order to survive. Pupils in both key stages make satisfactory progress in relation to their prior attainment and in the aspect of scientific enquiry they make good progress, especially in Year 4. Pupils with special educational needs make good progress because the work is well matched to their ability and they are well supported in lessons. Pupils with hearing impairment are always well supported in class lessons, which enables them to take a full part and make good progress.

120. Pupils have good attitudes to science and behave sensibly especially when carrying out practical activities. This was seen in several lessons, for example when in Year 1, pupils eagerly explored the objects given to them to observe, and in Year 4 when one pupil who had accidentally spilt a very small amount of the water from melted ice, took great care to retrieve as much as possible with a syringe. These good attitudes make a significant contribution to the progress pupils make in science.
121. Teaching is always at least satisfactory. Two thirds of lessons observed at Key Stage 1 were good and three quarters of the lessons observed at Key Stage 2 were good. Teachers have a secure understanding of the science they are teaching and not only have a clear idea of what they want pupils to learn but also how they want them to learn. In the best lessons teachers allow pupils to investigate their own ideas, for example when in Year 4 pupils explored where ice might melt fastest. In a Year 2 lesson pupils were well prepared to think about which food might be healthy because they had already done an activity in which they sorted food into categories of their own choice. The teacher encouraged pupils to put forward their own ideas and this helped them raise their own challenging questions. For example, one group thought that hamburgers were unhealthy but recognised that the bread, salad, cheese and meat were each essential parts of their diet. In the good lessons teachers used a range of strategies to encourage and challenge pupils to think about the science. Although practical activities are an integral part of most lessons, teacher demonstration is used effectively but sparingly to help pupils learn skills through example. This was seen in Year 6 when the teacher demonstrated filtering prior to the subsequent lesson in which pupils were to be set a separation challenge. Teachers generally show enthusiasm in their science lessons and this motivates the pupils who share this enthusiasm. In the lessons that were only satisfactory the teachers were less confident but were nevertheless well supported by the recently introduced scheme of work. This helped them plan a lesson that was relevant and that had strategies within the scheme to help involve pupils in not simply doing but also in thinking about the science. Although computers are used at Key Stage 2 to support pupils' work in science they are not used sufficiently at Key Stage 1.
122. The two co-ordinators, one from each key stage, are enthusiastic and work well together. In the short time since amalgamation they have introduced a new whole school policy and recently, a new scheme of work. The scheme has been specially chosen because it reflects an approach to science to which the school is committed, namely one in which pupils are encouraged to think about science in order to understand it and not simply learn it. There has however been little monitoring of teaching in science and as yet there is no provision to monitor the quality of work produced by pupils across the school, in order to highlight weaknesses, although this is included in the subject action plan.

ART AND DESIGN

123. At the age of seven, pupil's attainment in art and design is in line with national expectations and they make satisfactory progress. At the age of eleven attainment is higher than average and pupils make good progress. This is a pleasing result in this newly amalgamated school. Judgements are based on analyses of pupils' work and teachers' plans and discussion with staff and pupils. Only one lesson in art and design was seen at each key stage during the inspection.
124. The majority of Key Stage 1 pupils, including those with special educational needs, make satisfactory progress and some work has good features. Pupils communicate ideas using a range of media and techniques. They explore many starting points for practical work incorporating both visual and tactile elements. They use their own observations of still life arrangements of images and artefacts, such as household implements, to produce drawings in pencil and charcoal which reflect the pupils' close attention to detail. Large colourful collages and paintings adorn the walls illustrating familiar stories, such as *We're going on a Bear Hunt* and the animals featured in *Rosie's Walk*. Art work incorporating the effective use of colour, line and shape reflect the ideas of Josef Albers and the pottery designs of Clarice Cliffe. Pupils have also explored the style of such artists as Mondrian, Kandinsky and Picasso in order to understand better abstract art.
125. By the age of eleven pupils make good progress and have experience of using a wide range of different media. They use sketchbooks well to develop a progression of drawing skills which include sketches of the moving figure and observational drawings. At the end of the key stage, pupils explore futuristic art in the style of a group of Italian artists including Boccioni and Saverini. They trace original drawings onto acetate and use an overhead projector for enlargements. A large impressive composite picture in acrylic paint and oil pastels entitled 'Active Art' has pride of place in the junior corridor. Pupils adapted their work during its production and included written evaluations suggesting improvements and possible future developments. Other work based on the sculptured pictures of Andy Goldsworthy involves pupils in conducting research on environmental art using the Internet. They used their experiences to produce imaginative arrangements of natural materials such as 'Wonder Circle' and 'Flower Power', which they then photographed.
126. There is insufficient evidence to reach a secure judgement about the quality of teaching and the attitudes of pupils in art lessons. In the lessons seen, however, teaching elicited a positive response from pupils and behaviour was at least satisfactory. Teachers were vigilant in ensuring all pupils were involved and making progress, including those who were hesitant and sensitive. For example, in one lesson, the teacher skilfully diffused a potentially difficult situation during group work.
127. Joint co-ordinators for art, work co-operatively and productively across this newly amalgamated school. Planning is consistent and thorough. A new policy is still in draft form and it is planned to implement it before the end of the school year. One of the co-ordinators was a member of the working party developing the county scheme of work. Her expertise is evident in the art produced across the school, particularly at Key Stage 2. Currently work is based on a mixture of this scheme and the nationally produced scheme. Resources are satisfactory and allow all the elements in the programmes of study to be covered. Displays of work are well presented, brighten the internal environment of the school and celebrate pupils' considerable achievements. There has however been no monitoring of teaching or of the work pupils produce, in order to highlight areas of weakness and raise standards even further.

DESIGN AND TECHNOLOGY

128. Pupil's attainment in design and technology is in line with national expectations at the end of both key stages and they make satisfactory progress across the school. Judgements are based on analyses of pupils' work and teachers' plans and discussion with staff and pupils. Only one lesson in design and technology was seen at Key Stage 1 during the inspection.
129. At the age of seven, pupils generate ideas by drawing on their own and other people's experiences to select tools, techniques and materials for making their products from a range suggested by the teacher. For example, they collected and assembled materials to make puppets for a dramatisation of *The Three Billy Goats Gruff*. They talk about their ideas, saying what they like and dislike, and are able to understand about the characteristics of materials. They knew that flour changes consistency in baking when liquid is added and that raffia is stronger when plaited for basket weaving. They assemble and join materials to produce moving figures. Much of the work is teacher directed, however, and pupils do not always have sufficient opportunity for assignments in making plans to realise their aims, or for evaluating and adapting their designs.
130. Throughout Key Stage 2, progress is satisfactory with some good features. Pupils have a range of experiences investigating and evaluating a range of familiar products, considering how they are used and the people who use them. For example, they disassemble and carry out tests on products such as orange juice cartons, a shirt, training shoes and slippers to discover their fitness for a purpose. Pupils discuss the relative properties of different slippers, including the materials used, cost, comfort and safety. They distinguish between slippers that are functional and those which are purely decorative. In exploring how materials can be combined and used to create more useful properties, they have constructed designs and pictures on how to make a hat and a wheeled cart. In food technology, they have costed the ingredients in designing and making a pizza, which they then evaluated for taste and quality. There was little evidence of pupils using computer based work in design and technology. Pupils with special educational needs make satisfactory progress. They participate fully and are enthusiastic about their work in the subject.
131. The quality of teaching in the lessons seen at Key Stage 2 was never less than satisfactory and was sometimes good. Teachers plan well; they engage pupils in sensible, mature discussion that is constructive and moves their learning forward. Attitudes and behaviour, as a result, are often very good. Pupils are enthusiastic about design and technology, enjoy working independently and apply themselves well to set tasks. Where homework was set, it was relevant and consolidated work covered during the lesson.
132. A comprehensive policy for design and technology has recently been produced and the school follows the national scheme of work. There are plans to adapt this scheme to produce a more personalised version, which addresses the particular curriculum needs of the school. There has as yet been no monitoring of the teaching of design and technology or of the work pupils produce in order to highlight areas where improvements could be made.

GEOGRAPHY

133. Pupils reach standards at the ages of seven and eleven that are in line with those expected for their age. Judgements at both seven and eleven are based on the small

sample of lessons available, teachers' planning, analysis of work, including displays, and discussion with staff and pupils. It was not possible to observe any lessons in Key Stage 1.

134. At seven, pupils recognise and make observations about places in their locality and use appropriate geographical vocabulary for their age. They draw a route around the school, inside and out, use suitable symbols, and follow a map using a plan. They can express their likes and dislikes of the environment and give reasons for their choices. They learn to compare their own locality with that of a nearby village, including traffic density and housing. Geography, at this stage, is taught through topic work. Themes include toys, for example, finding their origin on a world map, homes and buildings, journeys, including simple mapping, water, weather and festivals. Many topics studied in the 5-7 age group are revisited and extended in the 7-11 age group, for example, environmental issues and contrasting localities.
135. At eleven, pupils acquire a wide range of geographical skills and strategies, for example, they can discuss weather now and in the past and the reasons for climate changes. In one lesson pupils discussed global warming sensibly and were able to distinguish renewable and non-renewable sources of energy. They increase their factual knowledge by studying localities in both this country and others, for example, a developing country such as Ghana. Field work is built into the planning and pupils have the opportunity to go on a residential course where geographical skills are enhanced. The written work engendered by the in depth discussions and good teaching demonstrate the depth of knowledge and understanding pupils gain of the world in which people live and work. Care is taken with writing, illustrating, mapping and mounting displays. All pupils, including those with special needs, are increasing their geographical knowledge and understanding effectively.
136. Teaching is good. Teachers individual planning reflects the whole school's careful approach, enabling pupils to cover all the programmes of study systematically as they pass through the school. Geography is linked with many subjects and, although taught to 7-11 year olds, as a discrete subject, cross curricular links, particularly with literacy, maths and history, are made. Some use is made of information and communication technology to augment pupils' understanding, but this use is limited especially in Key Stage 1. The co-ordinator has a strong interest in geography, good subject knowledge and is keen to develop the subject in this new school. Resources are sufficient and future needs are itemised in the school development plan. A school portfolio is being developed to record evidence of visits through photographs and written accounts plus samples of pupils' work. Assessment is mainly informal at present, but is included in the planning at the end of some specific units. There has not yet been any formal monitoring of teaching of the subject or of the work pupils produce.

HISTORY

137. By the ages of seven and eleven, pupils reach the expected standards. At seven pupils learn about the past and changes over time. For example, pupils compare the similarities and differences of a Victorian scullery and a modern kitchen. They describe the implements used for washing clothes and through structured role play, experience a Victorian washday using the correct terminology. They can recount stories from the past, for example, "The Gunpowder Plot" and "The Great Fire of London", and sequence the events accurately. Pupils' historical vocabulary is developing well and they use words and phrases such as "nowadays", "before then", "after" and "a very long time ago" correctly. They record their work appropriately and

are acquiring a good awareness of the past and a sense of chronology. They make good progress.

138. By the time they are eleven pupils can place events and changes within a chronological framework and sift, select, organise and recall historical information well. For example, pupils are able to deduce from a variety of artefacts the period, their function and even the occupation of the owners. They articulate their ideas well and history contributes effectively to extending pupils' literacy skills. Pupils differentiate between fact and opinion and in a role play exercise to help pupils understand the terms "invaders" and "settlers", describe their feelings when being invaded as, "I felt very sad" and "I didn't know where to go", whilst one pupil offered, "I think it's much more fun being an invader!" Pupils' understanding of history is supported and extended by visits to museums and places of historical interest, visitors into school and the good resources. These include photographs, documents, books and artefacts. Pupils demonstrate increasing factual knowledge of British history through well researched and presented accounts, effective displays and charts. For example, they compare why people moved to different places in the past with moving to another area in present day Britain and can suggest reasons for change. Pupils are given many opportunities to observe, investigate and make decisions to increase their knowledge and understanding of historical events. In addition to learning about British History, including that of their own locality, pupils explore life in other civilisations such as the Ancient Egyptians and the Aztecs. Pupils make good progress throughout the 7-11 age group.
139. Teaching is good. Lessons observed in Key Stage 1 were satisfactory or better but in Key Stage 2 they were never less than good. Teachers' preparation and planning is good. Lively discussion, searching questions and very good use of artefacts capture pupils' interest and imagination and help them to be aware of how evidence is obtained and linked to form a picture of the past. All pupils, including those with special needs, are fully integrated into lessons and teachers skilfully target questions accordingly. High expectations and constant encouragement for all pupils promote effective learning and, from the majority of classes, good behaviour.
140. Resources are good and readily available in school. Also, good use is made of the Local Authority Resources Library. The co-ordinator has good subject knowledge and monitors planning. Assessment of the subject is ongoing, but informal. It is through observation of work and discussions with pupils at the end of specific units. There is not yet however any monitoring of pupils' work or of the teaching of history in order to highlight weaknesses and raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. At the end of both key stages the attainment of the vast majority of pupils in information and communication technology (ICT) is broadly in line with the standards expected nationally. During their time in the school, the great majority of the pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment.
142. In Key Stage 1, the younger pupils benefit from precise teaching which helps them to make purposeful use of ICT skills to achieve specific outcomes. The pupils talk confidently about their ICT experiences at home and at school. They recognise how various everyday devices respond to signals and instructions.

143. By Year 2, they know how to use the computer keyboard to produce text, delete and amend mistakes, and use appropriately upper and lower case letters. In producing text and in using art programmes the pupils know how to use different colours with telling effect and to print out their work. Towards the end of the infant school, the pupils make progress in handling data and in using ICT to sort and present information. For example, a group of Year 2 pupils were able to explain how they were helped to produce various tables and graphs based on information they collected on members of the class. They understood how to retrieve the information they had entered on the database with the higher attaining pupils explaining and interpreting the results presented in the form of a pie chart. The Year 2 pupils make increasing gains in learning how to plan and give instructions to a robotic toy. For example, a group of Year 2 pupils understood how to plan and enter a series of commands to make the toy travel between two points. They understood how to make it move through a right angle and could give it instructions to travel forwards, turn and come to rest at the exact location they required. They demonstrated good skills in planning the whole series of movements before instructing the toy to move.
144. Pupils in Key Stage 2 make progress building effectively on these early skills. They demonstrate increasing gains in their learning. In communicating information they make effective use of spell check to correct their spelling, and they understand how to incorporate graphic images to complement their text. Older pupils understand how to use "cut and paste" methods to move text around, and to adjust their presentation to suit the intended audience. For example, this was evident when the pupils produced good quality story books and playlets based on a Christmas theme. The outcomes demonstrated the pupils' increasing skills in word processing and their ability to present their work in ways which had impact and vibrancy.
145. In Key Stage 2 the pupils make increasing gains in their learning using CD-ROM information programs. They know how to use the Internet and the teaching encourages the pupils to identify and overcome problems that arise when questions are not framed accurately. The older pupils use e-mail confidently to send information to a variety of sources. For example, some of the Year 6 pupils used e-mail effectively to send answers to puzzles they had solved in mathematics taken from the Internet.
146. The older pupils demonstrate increasing skills using spreadsheets to support their learning during relevant investigations. For example, in a Year 6 class, engaged in a "pocket money" investigation, they were taught effectively how to use a basic formula to build up a set of statistics. They were quick to grasp the principle and used their new knowledge to help them make appropriate decisions. They used an increasing associated technical vocabulary with growing confidence because the teaching demanded such precision.
147. Throughout the school pupils demonstrate keen interest in the subject. They cooperate very effectively and their behaviour is of a very good standard. They listen attentively to their teachers and act willingly on the advice they are given.
148. The quality of teaching is generally very good. Most of the teaching demonstrates very good subject knowledge and expertise which is reflected in the content of lessons and the clear instructions and advice given to the pupils. Lessons are well planned and resourced. Clear teaching steps support pupils' learning to good effect since they build progressively on the pupils' prior understanding. ICT is used effectively to support the older pupils' learning in a range of subjects, which includes English, mathematics and science. However, in Key Stage 1 too little attention is

given to this aspect of the work. The medium-term planning for Years 1 and 2 makes insufficient reference to ICT in other subjects and as a consequence its use to support the pupils' learning across the wider curriculum is underdeveloped.

149. The subject co-ordinator provides strong leadership in the subject and the programme of work meets fully the requirements of the National Curriculum. Since the amalgamation of the Infant and Junior schools five terms ago, much has been achieved in building up resources and increasing the level of teaching expertise. The use of robotic toys in Years 1 and 2 and the use of the Internet and use of a range of CD-ROMS with the older pupils, make an important contribution to the pupils' spiritual, moral, social and cultural development. The subject also makes an important contribution to the school's stance on educational inclusion. The subject presents pupils with suitable learning challenges while taking into account their diverse learning needs. The use of voluntary helpers and classroom assistants provides the pupils with good quality additional support and is especially helpful in assisting the learning of pupils with special educational needs. There has been no formal monitoring of the teaching of ICT and no monitoring of pupils' work in order to identify areas where improvement could be made in order to raise standards. The content of the work, at both key stages, meets the requirements of the National Curriculum.

MUSIC

150. The standards achieved in music at the ages of seven and eleven are in line with national expectations. In an infant hymn practice pupils were given the opportunity to sing in rounds. It presented them with a good introduction to singing rounds and to developing their listening skills. The singing of the pupils aged 7-11 is above expectations and pupils are able to sing in tune, with clear words and dynamics. They are also able to sustain a round in four parts, repeating the song three times, unaccompanied and remaining in the correct pitch: continuing the development the pupils skills of singing part songs begun in.
151. Younger pupils keep a beat, clap a rhythm and learn a new song with few problems. They know how to play the percussion instruments and handle them with care. However, the youngest pupils do not always keep together when trying to accompany a song and do not keep the beat steady. Discussion with pupils shows they also use instruments to compose simple pieces, although this is not as often as singing. Other opportunities are made to listen and appraise music. Both western and non-western music have been used and recently a visitor from Ghana introduced the pupils to African drums.
152. Older pupils are given limited opportunities to compose music. When they do, they occasionally record it on a tape but rarely record it in the form of a graphic score by using pictures or symbols to show how the music should be played. They use music to illustrate their dances: an example was observed in a Year 6 presentation for an Assembly. Pupils are able to recognise the difference between a solo voice, a chorus and a duet. They are beginning to understand what an opera is and the difference between that and a musical. They also listen to some non-western music and instruments, for example a calypso from the Caribbean accompanied on steel pans.
153. Progress across the school is satisfactory with all pupils, including those with special educational needs, building on the skills learnt in the previous years.
154. Pupils enjoy music, particularly singing, and they do this with enthusiasm and interest. All children participate in this activity. During music sessions the majority of pupils

listen attentively to the teachers' instructions and follow them carefully. Occasionally behaviour becomes inappropriate with restless, disruptive pupils spoiling a lesson, but that is rare. Many children have the confidence to sing a solo, some in front of their class, others in front of the whole of the key stage. All pupils are respectful of the attempts to sing a solo these children make and applaud their efforts enthusiastically.

155. The quality of teaching overall is satisfactory and in Key Stage 2 a good lesson and a very good lesson were observed. One unsatisfactory lesson was observed in Key Stage 1. In this lesson a small minority of pupils were disruptive. Where teaching is good, a range of activities is offered to the pupils, teachers are enthusiastic and this helps to sustain the interest of their pupils. Lessons move at a good pace and pupils are involved. Teachers are confident and use questioning effectively to extend or reinforce pupils' learning. In other lessons, teachers are not so confident and pupils are not so involved and can become restless. Opportunities are missed to develop dynamics in singing and to explore appropriate musical vocabulary. All teachers have good relationships with their classes and give praise and encouragement. They give pupils the confidence to sing solos and value their efforts.
156. There are two enthusiastic, musical co-ordinators who share the role, one in each key stage. Between them they are developing an agreed approach to music across this newly amalgamated school. They have recently introduced a new published scheme of work to support staff in their delivery of the subject which is already allowing teachers to plan lessons that build on previous learning.
157. Pupils have opportunities to sing in the choir, take part in concerts, sing within the community for the old people and outside a local supermarket. They can also learn orchestral instruments such as the violin and clarinet. These activities help to enhance their musical curriculum and develop pupils' musical skills and understanding. There has been no formal monitoring of teaching of music to identify areas of weakness and areas that could be improved in order to raise standards.

PHYSICAL EDUCATION

158. Standards achieved by pupils at the age of seven and eleven are in line with what is expected nationally and with that found in most schools.
159. For pupils in Years 1 and 2 the lessons observed were dance based and no lessons were observed for gymnastics or games. The pupils in these lessons are able to respond well to the music, moving with control, stopping at appropriate moments and using the space effectively. Pupils produce a sequence of movements, some of which are very expressive. Discussion with a group of Year 2 pupils reveal that physical education lessons begin with a warm up or simple exercises that involve changing direction, speed of movement and balancing. This is followed by work on the apparatus, jumping off it in many different ways. The pupils also talked about how they had to get out the apparatus and know that attention to safety is important.
160. In Key Stage 2, the lessons observed were outdoor games, swimming and gymnastics. Pupils continue to improve and develop their skills and become more aware of the importance of warming up and cooling down. They sustain vigorous activity easily for an extended period of time. In Years 3, 5 and 6 pupils improve and refine skills of controlling balls, finding spaces and passing accurately to partners and team members. In Year 6 they learn the skills of attack and defence and show a clear understanding of the rules of the game of netball. They are able to dodge an opponent, pass the ball in a variety of ways and shoot at the goal. By the age of

eleven all pupils can swim the required 25 metres, many of these pupils have also achieved a range of badges, including some for lifesaving. In gymnastics, pupils in Year 3 understand the difference between a symmetrical shape and an asymmetrical shape. They demonstrate this difference clearly. They also use a group to produce both sorts of shape. They have good body control and many are able to use the apparatus as extension for these body shapes. In Year 4 pupils are able to devise a sequence of three movements: a bouncy movement a jump and a movement close to the floor. Pupils then transfer their movements to the apparatus to good effect. Throughout all physical education lessons the safety of the pupils is a priority. When setting up the apparatus pupils know what the procedures are for carrying the equipment safely. It is set efficiently and quickly.

161. Pupils enjoy the range of physical activities offered by the school and in most lessons respond with enthusiasm and keenness. They take pride in their work and are willing and confident to demonstrate their sequences to their peers and to receive criticism from them. They listen carefully to instructions and respect the efforts of others. The pupils collaborate well when asked to work as a group, sharing ideas and discussing how to complete the task set. Progress and the development of the necessary skills are satisfactory across the school. Pupils with special educational needs make satisfactory progress commensurate with that of other pupils.
162. The quality of teaching is good and in Key Stage 2 one very good lesson was observed. Teachers manage pupils well and have a good understanding of physical education for the age and ability of the pupils they teach. They plan lessons carefully, making sure there is a good balance in explanation, demonstration and practical activity for trial and improvement. Teachers use demonstrations effectively to promote learning and they encourage pupils to compare quality in movement. Teachers group pupils well and make sure that they compete enthusiastically, display good sporting behaviour and follow safety procedures carefully. Lessons have a good pace and pupils are encouraged to work hard.
163. There are two co-ordinators, one for 5-7 year olds and one for 7-11 year olds, who, as part of the amalgamation process have introduced a scheme of work already successfully used in the infant school. Although teachers are confident with all aspects of physical education the co-ordinators want to develop the teaching of dance even further and have organised future training for staff in this aspect of physical education. There has been no formal monitoring of teaching of music to identify areas of weakness and areas that could be improved in order to raise standards.
164. Throughout the year the school provides a range of after school activities and clubs in support of physical education, including football, netball, cricket, pass ball and running. The school is also involved in local football and cricket tournaments. Last year a team reached the finals of the St. Mary's Cup, a limited overs cricket competition and have also won the Timpley Shield in football. These activities all contribute positively to the enthusiasm pupils have for physical education and the progress they make in developing their skills.

RELIGIOUS EDUCATION

165. Pupils reach standards which are consistent with the locally agreed syllabus at the end of both key stages. At Key Stage 1, pupils have an appropriate understanding of Bible stories and the teaching of Jesus. These are linked to opportunities for the pupils to explore what happens at special events such as christenings and weddings. For example, pupils understand and enact a Christian baptism ceremony and use the

correct terminology such as christening robe, sign of the cross. They handle artefacts and souvenirs, brought in by their peers, very carefully, realising that baptism is an important event. At this key stage, topics are matched to the rolling programme of termly cross curricular themes, for example, journeys, special times and signs. Pupils know that there are alternative places in which to worship for people with different beliefs, for example, Christians and Muslims. They are developing a clear sense of right and wrong and understand that people's views should be respected and promises kept. For example, following on from a lesson about celebrating a wedding, children showed their understanding of what a promise is by recording their own promises and sharing them confidently and knowledgeably with each other.

166. At Key Stage 2, pupils have a knowledge of some of the major beliefs, symbols and observances of Christians, Hindus and Muslims, using the relevant terms and vocabulary. They are aware of what it means to be "special" and to be tolerant of people's similarities and differences. For example, in a lesson introducing "special people", pupils compared photographs of themselves, showing a growing awareness of people's differences and understanding that everyone is special. They are gaining a good knowledge of the events in the life of Jesus and the biblical locations, plus an understanding of the miracles and parables. Assembly supports pupils' knowledge and understanding in this subject and helps pupils to appreciate the morals of the stories. For example, in the story of Nehemiah and the rebuilding of the walls of Jerusalem, pupils learn how working together and co-operating brings success.
167. Teaching is good throughout both key stages. Key Stage 1 pupils readily identify with the stories and teachers encourage role play which reinforces pupils' understanding. The use of skilful and sensitive questioning helps pupils to reflect on and understand the stories and issues raised. Teachers make a definite effort to include all pupils. Planning is good and informal assessment is ongoing through observation and discussion with pupils. There is some assessment at the end of units in Key Stage 2, but assessment is not fully developed yet.
168. The co-ordinator has good knowledge of the subject and is enthusiastic. There has however been no formal monitoring of teaching religious education or monitoring of pupils work, to identify areas of weakness and areas that could be improved in order to raise standards. Visits are made to local places of worship and relevant speakers come into school. These, together with special assemblies, enhance pupils' learning. Resources, particularly books to support knowledge and understanding, are plentiful. Resources can also be obtained from the local resource library. The religious education policy will be reviewed shortly when the QCA scheme has been evaluated. Religious education makes a good and positive contribution to the spiritual, moral, social and cultural development of the pupils.