

INSPECTION REPORT

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

BURY ST EDMUNDS

LEA area: Suffolk

Unique reference number: 124764

Head teacher: Mrs Maria Kemble

Reporting inspector: Geoff Jones - 11816

Dates of inspection: 20th –23rd May 2002

Inspection number: 244306

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Westgate Street, Bury St. Edmunds, Suffolk
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Telephone number:	01284 755141
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Simon Millyard
Date of previous inspection:	8 – 11 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11816	Geoff Jones	Registered inspector	Science; Art and Design; Physical Education.	The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed?
01311	Barry Wood	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
2728	Roderick Passant	Team inspector	English; History; Special Educational Needs.	
22669	Tom Prosser	Team inspector	Mathematics; Geography; Design and Technology; Equal Opportunities.	How good are the curriculum and other opportunities offered to pupils?
18524	Ann Shaw	Team inspector	Foundation Stage; Music; Information and Communication Technology; English as an Additional Language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edmund's Catholic Primary School has 326 pupils on roll aged between 4 and 9 years of age. These are arranged in two parallel classes in each year group except in the present Year 2 which has three classes. When children are first admitted to the reception classes their level of attainment is above average overall. The school serves a geographically widespread area but most of the pupils come from the town of Bury St Edmunds and surrounding villages. Four per cent of the pupils are entitled to free school meals. This is below the national average. There are four pupils for whom English is an additional language, but only one of whom is at an early stage of acquiring the language. Almost all of the pupils are from a white United Kingdom background but eight are from minority ethnic groups. Fifteen pupils are on the special needs register. This represents a proportion of pupils which is below the national average but seven of these require the support of outside specialists. Of these, three have dyslexia, two have profound and multiple learning problems, one has speech and communication difficulties and one is autistic. The head teacher was appointed at the beginning of the summer term in 2001 and is currently in her fourth term at the school. The governing body contains seven new governors, all of whom were appointed 5 months ago.

HOW GOOD THE SCHOOL IS

St. Edmunds Primary School is an effective school. Standards are high in English, mathematics and science. Children in the reception classes receive a good education that gives them a good start to their schooling. The 2001 national test results show that the school's seven-year-old pupils' attainments in reading and writing are in the top 5 per cent in the country. The quality of teaching in all areas of the school is good overall and there is good team work between teachers and classroom assistants to enable pupils to make good progress in the main subjects. Support for pupils with special educational needs is good. The quality of leadership and management provided by the head teacher and key staff is very good and has enabled the school to identify priorities for improvement and to take effective action to improve. The value for money provided by the school is good.

What the school does well

- The very high standards in reading, writing, mathematics and science;
- The good teaching of the staff and the good learning of the pupils;
- The very good provision for developing pupils' spiritually, morally and socially;
- The very good leadership of the head teacher and key staff;
- The rigorous monitoring of the school's performance and taking effective action to improve.

What could be improved

- Pupils' attainments in design and technology in Key Stage 1 and Key Stage 2;
- Assessment of pupils' attainment and progress in subjects other than English, mathematics, science and information and communication technology

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since that time the school has made very good improvements, particularly in the past year. Standards in English, mathematics and science have risen since the last inspection. Monitoring of teaching is now regular and effective in improving the quality of lessons. The significant proportion of unsatisfactory lessons found during the last inspection has been reduced to zero and the quality of teaching has risen to good overall. The provision for children in the Foundation Stage has much improved from being unsatisfactory in 1997 to the good quality it is now. Lesson planning has improved and teachers now identify what they want pupils to know, do or understand by the end of the lesson. Pupils' progress in art has improved because the school now teaches pupils to acquire skills progressively and teachers' subject knowledge has been enhanced. Higher attaining pupils are now extended in science but they remain unchallenged in the foundation subjects such as history, geography, design and technology and music. The quality of the school development plan has also improved. The priorities are now realistic in number and the costs related to these are linked to the school's budget. Given the present staff, the school has good potential for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A*	A*	A*	A
writing	A*	A*	A*	A
mathematics	A*	A	A	C

Key	
In the top 5 per cent nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's latest results in the annual national tests for seven-year-olds show that standards in reading and writing are in the highest five per cent of schools nationally. The school's work in these curriculum areas has been recognised and it has been awarded a Beacon status. Standards in mathematics are well above the national average. Compared with similar schools, standards in reading and writing are well above average and those in mathematics are close to the average. Every pupil reached the level expected for pupils at the end of Key Stage 1 and very high proportions reached levels that were at least two years in advance of their age in reading, writing and mathematics. The very high standards in reading and writing have been maintained over the last four years but those in mathematics have been slowly falling since 1999. Although there are no compulsory tests for pupils aged nine years, the standards reached by pupils when they transfer to the middle school are at a similar high level. Children's attainments in the reception classes are well above average by the time they transfer in to Year 1 classes. Pupils achieve well. Pupils with special educational needs are supported well and make sound progress in their learning. More able pupils are challenged successfully in reading, writing, mathematics and science but less so in other subjects. All pupils are given individual targets for progress and these are checked against tests that indicate pupils' potential to see if these are sufficiently challenging. Attainments in science are well above the level expected by the time pupils are seven and nine years of age and above average in information and communication technology. Pupils' attainments in art are good for seven-year-olds and satisfactory for nine-year-olds. With the exception of attainment in design and technology, which is unsatisfactory at the end of both key stages, attainment in other subjects is satisfactory across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are interested during lessons. They understand increasingly as they get older that hard work produces good results.
Behaviour, in and out of classrooms	Good. Pupils' behaviour improves as they get older. It is very good in the playground but less so in the hall at lunch times. No bullying or incidents of bad language were observed during the inspection.
Personal development and relationships	Good relationships. The school family is bonded together in a Christian ethos. Pupils' personal development is good. Classes have a range of duties for pupils to develop their sense of responsibility.
Attendance	Satisfactory. A consistently high level of attendance has been maintained since the last inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

Overall, the quality of teaching was good in the 54 lessons observed. No unsatisfactory lessons were seen during the inspection. The teaching of literacy and numeracy is good overall with good attention paid to extending pupils' reading and writing skills to a very high level. The teaching of children in the Foundation Stage is good and children get a good start to their education. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the pupils' good learning. The strengths in teaching are the good planning of lessons and high expectations of pupils in English and mathematics. Assessments of pupils' attainments and progress in history, geography, music and design and technology are insufficient to enable teachers to plan the next appropriate steps in pupils' learning. Teachers set specific goals for pupils and their progress results from careful planning of lessons so that the needs of pupils with differing levels of attainment are met in literacy and numeracy lessons. The very interesting lessons, particularly for the oldest pupils in the school, contribute greatly to their very good acquisition of skills, knowledge and understanding at the age of nine. The needs of the single child who needs support with acquiring skills in speaking English in the reception classes are met well. Pupils with special educational needs make sound progress because they are supported well in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is balanced with appropriate time allocated to English, mathematics and science and contains all the required subjects of the National Curriculum.
Provision for pupils with special educational needs	Satisfactory. Provision for pupils with special educational needs is good overall when pupils are withdrawn from the classroom but what they are taught is sometimes not connected to the work the rest of the pupils are doing. Pupils are supported well in the classrooms.
Provision for pupils with English as an additional language	Good. There is only one child who is not yet fluent in English. He is supported effectively in the classroom and is making good progress in acquiring the facility to communicate well with others in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral and social development is very good. Cultural development is good. Pupils learn about different cultures but the school is aware that there is a need to make the pupils aware that they live in a multi-cultural society.
How well the school cares for its pupils	Good. There are good procedures for ensuring pupils' health and safety as well as satisfactory ones for child protection. Welfare and pastoral systems are very good. Assessment procedures to track pupils' attainment and progress are good in the main subjects but unsatisfactory in a number of the others.

The school has very good links with parents. The quality of communication and information for parents is good. Design and technology is taught at identified times through the year and opportunities for pupils to develop regular skills are limited. This has resulted in unsatisfactory attainment in this subject. Provision for extra-curricular activities for pupils is very good. There is a wide range of activities including sports, choir, prayer group, computer club, hand chimes and country dancing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. Very high standards have been maintained and a number of important improvements have been made to improve the quality of teaching and planning of the curriculum.
How well the governors fulfil their responsibilities	Sound. The governors understand the strengths and weaknesses of the school and discuss the progress of the school development plan. The governing body has recently become more aware of how the school's results compare with national statistics and with those of similar schools.
The school's evaluation of its performance	Very good. Teaching is monitored and evaluated regularly. Pupils' work and teachers' planning are monitored to identify strengths and weaknesses. The priorities contained in the school development plan are based on information collected as a result of evaluations and assessments.
The strategic use of resources	Good. The school budget is used wisely and grants are used effectively to enhance the pupils' education. Teachers and classroom assistants work well together and have received good training to support pupils' learning effectively.

The accommodation provided by the buildings and grounds of the school are good. Learning resources are also good and are used well to promote the acquisition of pupils' knowledge, skills and understanding. The good quality teachers and classroom assistants are well able to deliver the National Curriculum programmes of study. The school applies the principles of best value well. The school compares its performance with similar schools and with national statistics so that it has a good view of its own standards. It consults parents on a number of single item issues, such as the need for a breakfast club or whether residential visits were useful for pupils but does not seek parents' views over a range of other issues. The school has a tendering system for larger items of expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school; • Children make good progress in school; • The good quality teaching in the school; • Children behave well in school; • The school helps children to become mature and responsible; • Children are expected to work hard and do their best. 	<ul style="list-style-type: none"> • The range of activities outside lessons; • Information about how their children are getting on at school; • The leadership and management of the school.

The inspection team agrees with all the positive views of parents. It disagrees with all main points suggested for improvement arising from an analysis of the parents' questionnaire. Inspectors feel that the school provides a good range of extra-curricular activities. These include country dancing, football, short tennis, hand chimes, computer club and choir, as well as providing opportunities for visits to places of educational interest in the local area and the chance to go on residential visits. The inspection team feels that the leadership and management of the school is very good and ensure that the work of the school is improving continually. Annual written reports on pupils provide useful information regarding pupils' performances in all subjects, and against prior targets. Parents are encouraged to add their own comments separately, and pupils are given the opportunity to add their own self-appraisal, and set their own targets, in addition to those agreed with the teacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the two reception classes their attainments are above average compared with children of a similar age. A clear focus is given to their personal, emotional and social development when they start school. Teachers and classroom assistants relate very well to the children and work very successfully as a team to help them in all areas of their learning. As a result of good teaching, almost all pupils attain a level that is well above average in most areas of the Foundation Stage curriculum. Their attainments in communication, language and literacy are very good. Their speaking and listening are particularly well developed and many children write words independently. The children's mathematical development is also very good and children are beginning to count confidently to a hundred and order numbers up to ten. Their knowledge and understanding of the world are developing well as is their creative and physical development.

2. The good achievements of children in the Foundation Stage have enabled children to acquire knowledge, skills and understanding that is well above the levels expected by children when they enter Year 1. This is due to the good teaching involving a very good understanding of how young children learn. This very good start to the children's education has only recently been provided for children at the school and most of the present pupils in the rest of the school have not had the benefit of this good start in their educational career. The present Key Stage 1 and Key Stage 2 pupils have also received good teaching that has enabled them to achieve well and attain levels that are well above those expected for their respective ages. The single child in the school for whom English is an additional language is supported very well by the class teacher and classroom assistant and is making good progress in speaking English.

3. In the most recent national tests for seven year olds in 2001, pupils' standards in reading and writing were in the top five per cent of schools nationally. Standards in mathematics were well above the national average. In comparison with similar schools the results were well above the average in reading and writing and close to the average in mathematics. Teachers' assessments of pupils' levels of attainment in science show that they are well above average overall. The trend in the school's Key Stage 1 test results has been consistently well ahead of the national averages for the past four years in reading and writing. In mathematics, the gap between the school's well above average performance in the past three years and the national average picture has been narrowing as the national average improves.

4. The inspection findings show that pupils' attainments in speaking and listening are well above average for seven-year-olds in relation to what is expected for their ages. Year 2 pupils listen carefully to others and speak clearly and confidently in full sentences when explaining their views. Year 4 pupils speak confidently in a range of situations. Seven-year-old pupils read very well. They use their knowledge of letter sounds to decipher words and read with understanding. Group reading is used to support pupils' reading progress. Nine-year-old pupils also read very well and can find out information quickly and easily from reference books. The standard of writing is well above national expectations for seven- and nine-year-olds. Key Stage 1 pupils make good progress at writing in complete sentences with capital letters and full stops. Their standard of spelling is above average. Nine-year-old pupils have learnt to make simple sentences more complex. Their writing is generally well advanced for their age and their stories often begin in a very interesting way. They divide their work into paragraphs correctly and use apostrophes, inverted commas and a range of other punctuation appropriately. Pupils also practise writing in other subjects, such as history, religious education or science and this has a good impact on their progress.

5. Pupils' current attainments in mathematics are well above the level expected for seven-year-olds. Seven-year-olds can add and subtract numbers and can recognise, for example, that if $19 - 11 = 8$ then $19 - 8 = 11$. They measure lengths and weigh objects accurately and are able to gather data and record this in a variety of ways. By the age of nine pupils have memorised many of the common multiplication tables and can add and subtract hundreds, tens and units successfully. They are developing an understanding of decimal notation and can calculate mentally with speed and accuracy.

6. Attainment in science at the age of seven and nine is also well above average. Their very good knowledge and understanding is developed effectively through a series of well-planned experiments and investigations. They have a good understanding of how to ensure that a scientific investigation is a fair one by ensuring that all the variables are the same with the exception of the one they are testing. By the end of Key Stage 1 pupils have a very good understanding of life and living processes including how plants reproduce themselves. Pupils are developing a good understanding of forces for their age and of how materials can be changed by the application of heat, some of which may be irreversible. Nine-year-old pupils have learned that different types of mini-beasts prefer specific environments. They have a good knowledge of what kinds of material conduct electricity using batteries, wires and bulbs.

7. Levels of attainment in information and communication technology are above average by the time pupils reach the end of Year 2 and they are able to save and print their work independently. They use a colour-mix program that enables them to create good designs and drawings and use the Internet to research scientific information concerning, for example, different habitats of living things. By the age of nine pupils use a simple branching data-base to investigate insects and to build up information. They select their own font and size in order to present their work in a creative manner and to refine and adapt it. They use text, tables, images and sounds to present their findings. All pupils, including those with special needs, make good progress and gain in confidence.

8. Pupils with special educational needs make good progress when they are withdrawn from classes in small groups and when there is a close match of the work to what they were doing in the classroom. Lower attaining pupils, some of whom are on the register of special educational needs participate in booster and 'catch up' sessions in literacy and numeracy. Progress in these sessions is sound overall. Lower attaining pupils and pupils with special educational needs are supported effectively in classrooms and generally make satisfactory progress in lessons. Pupils who are physically handicapped are included fully in all lessons, including physical education, and make good progress.

9. Standards in English and science have improved since the last inspection and those in mathematics have been maintained at a good level. Higher attaining pupils are extended well. They are provided with work that challenges them and, as a result, the percentage attaining at least two years above the level expected for their ages is well above average, particularly in reading and writing. All pupils are provided with good opportunities to read and write in a range of subjects across the curriculum. In addition, pupils are also encouraged to record their findings in science using graphs so that the skills they have learned in mathematics become relevant.

10. Attainment levels are close to those expected in history, geography, physical education and music for seven- and nine-year-olds. Pupils' attainments in art are above those expected nationally for seven-year-olds but close to expected levels for nine-year-olds. However, the attainment of pupils aged seven and nine is below the levels expected in design and technology.

Pupils' attitudes, values and personal development

11. The previous report stated that generally, pupils had very good attitudes and behaviour to learning, although occasionally they took too long to settle and were unacceptably noisy. The quality of relationships was judged as very good, and pupils were courteous and polite. The school continues to work hard at the attitudes, behaviour and personal development of all its pupils. Pupils' attitudes to school remain at a very good level. Behaviour, although good, displays the previous report's weaknesses. Relationships and the personal development of pupils are good. All members of the school family effectively promote these areas of strength for the school, and parents are especially supportive of the school's efforts to sustain a culture of good behaviour.

12. When joining the foundation stage, most pupils have above average listening and speaking skills, and these are considerably strengthened throughout the year. The empathetic staff is able to build quickly on pupils' independence and confidence, so that pupils soon participate in the classroom's rich agenda and routines. Pupils' enjoyment and happiness are evident when working and playing independently or in groups. They are responsive to their teachers, concentrate well and discuss issues meaningfully. They form very good relationships that enable pupils with special needs and less fortunate than themselves, to be easily integrated into the classroom activities. There is no evidence of any poor behaviour, sulking, tantrums, lack of involvement or pupils playing alone. They are gaining a very good foundation for their later school lives.

13. Pupils display very high levels of enthusiasm and pride in their school. They want to come to school and extract the maximum enjoyment from activities. They are determined to succeed in their learning and attain targets, as well as have success outside the classroom. However, their competitive instincts, when comparing their successes, can sometimes be over exuberant. Pupils are always interested and involved in lessons, and they increasingly understand, as they progress through the school, that hard work will produce good results. Their co-operative attitudes ensure that most classrooms have a good learning atmosphere. However, pupils aged five to seven particularly, can show natural liveliness, excitement and enthusiasm, which can impede their learning.

14. Overall, the behaviour of pupils in classes is good. The behaviour of pupils improves as they move through the school, as there is an increased understanding and acceptance of the school's behaviour norms. Pupils, aged five to seven years, have not acquired self-discipline, and classes can be noisy and restless when pupils become over excited, or enthusiastic to show the teacher what they know. When working independently, pupils can lose concentration or be distracted by their neighbours in lively conversations. Behaviour around the school is often very good, except in the hall at lunchtimes, when pupils are seated for a prolonged period. They are noisy and display an impatience to be released to the playground and activities. Neither bullying nor bad language were observed during the inspection, and although behaviour incident books indicate that these can surface occasionally, they are minor incidents which are quickly resolved by astute staff intervention. There have been no incidences of pupil theft. The school has not needed to use exclusions as part of its behaviour strategies in the last three years.

15. The good relationships, at all levels, enable the school to function smoothly and mostly harmoniously. Members of staff are very good role models, with whom pupils feel at ease. The whole school family is well bonded together in a Christian ethos, which permeates the life of the school. The quality of relationships is reinforced through assemblies, which explore Christian and secular themes and celebrate pupils' successes, and in the celebration of Mass, with all parts of the school family present. In the classroom, pupils mostly listen to each other with respect and value each other's opinions and qualities, so that pupils' speaking and listening abilities are developing

well. However, the transient teasing of pupils, when comparing successes and friendships can mar otherwise harmonious relationships, particularly for younger pupils. Pupils can work productively in groups, as when composing music in Year 3, or when having success in teams. Boys and girls interact well together throughout the school day and together they are welcoming to visitors who they engage in inquisitive conversation. Older pupils relate well to younger pupils.

16. The personal development of all pupils is good throughout their time in school. Teachers show a consistently high level of appreciation for pupils' efforts at all times, so that their confidence and self-esteem are promoted well. Pupils' understand and are enthused by their targets, which are well established and communicated. There is a good personal, health and social education curriculum, which is raising listening and speaking skills through circle-time, and giving an insight of wider-world issues. This is a very caring Christian society, where pupils are encouraged to look after and love each other, as well as gain an awareness of others less fortunate than themselves, both in the school and through charity work. Most classes have a range of duties for pupils, and they want to use their initiative in gaining resources to improve their enjoyment of activities, particularly outside the classroom. The school undertakes a residential visit for older pupils, and makes visits in the local community, or to places of interest further afield, to support learning. All pupils display a very good sense of moral and social awareness, and pupils are being well equipped for their next stage of education. Pupils maintain the environment of the site well, as there is no litter, graffiti, or vandalism and the cloakrooms are generally tidy. The school has a very good range of extra-curricular activities to stimulate most pupils' interests.

17. Overall, attendance is satisfactory. The school has maintained a consistently high level of attendance since the last inspection. All classes have attendance exceeding the national average and attendance improves as pupils progress through the school. However, the level of unauthorised absence is high, due in part to a more determined stance by the school. Approximately one in ten pupils have poor attendance, which can impede their attainment levels, although there are no indications of any truancy. The incidence of in-term family holidays is not a significant reason for authorised absence.

18. Registration can be a variable experience for pupils, as some teachers do not use its potential for calming and socialising the pupils. Although registers are completed in a statutory manner, some teachers lack a sufficient focus in their presentation. The school summarises registers for control and monitoring pupils' attendance, and is starting to develop an effective partnership with the education welfare service. Many pupils, and particularly those from outlying villages, show a lack of concern for punctuality at the start of the day, and this can disturb the smooth running of the school. Punctuality throughout the remainder of the school day is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching throughout the school is good. Teaching in the Foundation Stage has improved since the last inspection when it was judged to be in need of improvement because the curriculum gave insufficient emphasis to talking, purposeful play and child-initiated activities. These deficiencies are no longer present and the children are now provided with a good start to their schooling and make good progress. These changes have been brought about by the class teachers themselves and the support provided by the recently appointed head teacher. Most of the present Key Stage 1 and Key Stage 2 pupils have not received the benefit of such a good start to their education and the good quality teaching these pupils receive has enabled them to improve from above average to well above average by the time they are nine years of age. No unsatisfactory lessons were observed during the time of the inspection. This is a good improvement over the last inspection when 15 per cent of the lessons seen were unsatisfactory.

20. Lessons for children in the reception classes are well planned and organised. The children are happy in the classrooms and, even at this early stage in their school career, are well versed in procedures, such as putting resources away and tidying the classroom at the end of a lesson. Reception class teachers work in close partnership with each other and with the classroom assistants to ensure that all adults in the classrooms support the children very effectively. This enables the child for whom English is an additional language to make good progress. Close teamwork permits a good focus on the main aims of the lesson so that all adults involved work in concert. Lesson planning is particularly good in the reception classes. Children are assessed regularly and the outcomes are used to make sure that the next step in each child's learning is appropriate for their needs at the time. Teachers identify clearly what they intend pupils to have learned by the end of the lesson. This gives the lesson a real focus and has a very good impact on the pupils' progress during the lesson.

21. Teachers plan lessons thoroughly using information on pupils' knowledge and understanding of the work they have been doing. Pupils are challenged well in most lessons and this enables them to make good progress. For example, in a very good Year 4 physical education lesson, pupils were challenged to devise a game that used the skills they had been practising. The teacher set sensible parameters for the rules of the game and pupils rose very well to the challenge. They devised good games and explained the rules lucidly to the rest of the class, showing that they had clearly understood the nature of the task. Similar challenging activities in other lessons were not uncommon and pupils' learning was enhanced through such intellectual efforts.

22. Teachers manage the behaviour of pupils well. A small number of pupils have difficulty in behaving appropriately on occasions but generally class teachers handle incidents involving these pupils effectively. This good management arises from very good relationships between teachers and pupils and as a result pupils want to please their teacher. This ensures that pupils work hard during lessons and produce good quality work.

23. The basic skills of literacy and numeracy are taught well. Teachers encourage good strategies to promote accurate spelling such as the use of personal wordbooks in which pupils record the correct spellings of words they were unable to spell. The use of dictionaries is also promoted. This encourages pupils to become more independent in finding meanings of words and locate correct spellings. Teachers' strategies for enabling pupils to acquire spelling prowess are consistently used across the school. Once pupils have the correct spelling in front of them they focus on the word, cover it up, say the correct spelling to themselves, check its correctness and then write it. This enables pupils to retain a good knowledge of accurate spellings and their progress is enhanced as a consequence. A familiarity with number relationships is also promoted well through the introductory session to mathematics lessons. For instance, Year 1 pupils have quick-fire questions on adding and subtractions and this very effectively enables pupils to familiarise themselves with number bonds and develops their skills rapidly.

24. When pupils are withdrawn from the class for support with their learning the teaching also is good. The work planned usually matches the content of the lesson that pupils had been withdrawn from. For example in one session pupils were working on avoiding using 'and' and 'the' by looking at words and phrases to indicate time, for example, '*immediately*', '*suddenly*', '*soon*' or '*after a time*'. For three of the pupils there was a close match to what was happening in the classroom but for another the work in the classroom had a different emphasis, which caused problems because she had missed the work covered by classmates. Learning support assistants provide effective support. They know the pupils well, are supportive and make the learning fun. There are occasions, however, when learning support assistants are not used as effectively as they might be. For example, during the introductory session to class lessons they are participants rather than actively supporting the teacher.

25. Teachers' knowledge and understanding are usually at least sound. Teaching in the Foundation Stage is based on a good understanding of how young children learn and this has enabled them to make good progress. Teachers have a good knowledge of information and communication technology (ICT) that has enabled them to make good use of the ICT suite and to provide good

quality demonstrations of how to use computers for a variety of purposes. Teachers' knowledge and understanding of history and geography are satisfactory overall. Some teachers have a real love of history that is exemplified very well in the pupils' work. The quality of music teaching is dependent upon the musical knowledge of the teacher. When the teacher has insufficient knowledge of the subject and resources, it sometimes leads to misbehaviour from some pupils.

26. The weaknesses in teaching are comparatively minor. Occasionally teachers' expectations of what pupils are capable of are not high enough and this results in under-achievement from the pupils. For example, in one of the lessons seen the tasks were too directed. As a consequence, the opportunities for pupils to develop skills in designing products, choosing materials, tools and processes and evaluating their products were too limited. In other lessons teachers' questioning skills were not developed sufficiently to enable pupils to express their ideas at length. Often the questions were answered by pupils using a single word and they were not given opportunities to clarify their thoughts to any large extent. It was not possible to make a judgement on the quality of teaching in design and technology and history because of insufficient evidence but teaching was good in art and design and in information and communication technology. Teaching was satisfactory in all other subjects.

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

27. The school's curriculum meets statutory requirements. It is broadly based, including all subjects of the national curriculum, and religious education. The planned curriculum is reasonably balanced to ensure that most subjects are allocated appropriate teaching time. In the intended time allocation, priority is appropriately given to the core subjects of English, mathematics and science as well as information and communication technology. Timetables indicate that some subjects, for example, design and technology, are not taught regularly but have a focus at identified times during the school year. This lack of regular opportunity to practise and develop skills is not conducive to satisfactory progress being made by the pupils within this subject.

28. The curriculum overall, however, effectively promotes the pupils' intellectual, physical and personal development and the quality and range of opportunities for learning provided by the school for its pupils are good and prepare them well for the next stage of education. The arrangements for health and sex education are good and these are appropriately linked to the science curriculum. The provision for personal, social and health education is good and appropriate attention is given to drugs awareness.

29. The overall provision for pupils with special educational needs is satisfactory. The ethos of the school is inclusive and the school operates a mixture of withdrawal and in-class support. Withdrawal works well when there is a close match of the work being carried out to what is happening in the classroom. The lines of communication between class teacher, special educational needs co-ordinator and the teacher engaged in withdrawal teaching are unnecessarily long so that work does not always match. The school needs to evaluate carefully whether the gains made for pupils in withdrawal classes and for the 'booster' and 'catch-up' sessions sufficiently outweigh the difficulties caused by pupils re-entering classrooms having missed some work, particularly as some pupils' difficulties are often specific and relative to that of their peers.

30. The careful development of the various aspects of the curriculum ensures that it is inclusive. All pupils have equal access to the opportunities that the school provides. The school's equal opportunities aims have recently been reviewed and an audit of literacy books within the school has indicated a need to update the book stock to provide a better balance of books and a wider range of reading material for the pupils to access. The school does not have many pupils from a wide range of cultures and, despite this, the school staff is aware of the need to address the needs of a multi-cultural society.

31. There is a very good range of extra-curricular activities that are on-going throughout the week. They include tennis, country dancing, football, netball, choir, hand chimes, computer club and prayer group. Many pupils travel to school by coach and, to ensure that they have an opportunity to benefit from these clubs, members of staff give up their lunch-breaks to take a number of these activities. In addition, the school offers a range of visits to local places of interest, such as museums, and many visitors are invited to help the school in its overall enrichment programme.

32. The provision of pupils' spiritual, moral, social and cultural development is very good. Spiritual development is supported through collective acts of worship, school assemblies and religious education. Christian beliefs are promoted effectively throughout the school. Other religions, including Judaism and Hinduism, are explored through religious education lessons, where visitors to the school as well as pupils talk of their own experiences of celebrating Diwali and the Chinese New Year. Pupils are encouraged to reflect on spiritual and moral themes, and the purpose and strength of prayer are communicated to pupils. Assemblies not only meet statutory requirements for a daily act of worship, but go much further, in so far as they provide a daily focus for the reaffirmation of the principles and values that bind the school together.

33. The school sets a strong moral code and the provision for moral development is very good. Pupils know right from wrong, a view shared by parents. Staff and pupils themselves constantly reinforce consideration and respect for others. Pupils understand when behaviour is unacceptable and accept the rewards which politeness and courtesy can bring. They are encouraged to discuss problems especially during circle time, and story time is often used to promote discussion about feelings and attitudes. Members of staff act as good role models, consistently teaching worthwhile values and praising thoughtfulness or spontaneous acts of kindness, such as befriending lonely pupils or the offering by a pupil of his favourite computer game to a pupil whose house had been burgled. There is a good range of procedures, which help to ensure that all pupils' moral development is very good.

34. Co-operative work is strongly encouraged amongst pupils and social development benefits from the support pupils give each other in the classroom and in the playground. Opportunities are provided for pupils to develop their understanding of their own roles in the school community and they happily respond to responsibility as class helpers, door attendants, dinner monitors and mentors to younger pupils. Classroom rules, which have been negotiated by the pupils, provide daily reminders about behaviour and its impact on others. Relationships between staff and pupils are very good and this is reflected in the positive attitudes that pupils demonstrate towards the school.

35. Overall, provision for pupils' cultural development is good. Visits and visitors are used to good effect to enhance the curriculum, and pupils are able to participate in a limited number of sporting and musical activities both within and beyond the school. They learn about different cultures and ways of life past and present, in geography and history. Good use is made of pupils' own experiences when they return from holidays and share their holiday photographs with the class. Holiday snaps of Gambia were well used to help when discussing the local costumes and the teacher sensitively guided the class to address the Gambian pupils as children from Gambia rather than black children. Pupils are provided with the opportunity to look at the work of well-known artists and composers who enjoy international renown. The school is aware that there is a need to make pupils aware that they live in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The previous inspection report judged that educational and personal support and guidance for pupils were strengths of the school. Procedures for monitoring and supporting behaviour and ensuring pupils' welfare were very good. Since the last inspection, the school has maintained many aspects of its support, guidance and welfare of pupils. The development has been limited to specific areas since the arrival of the new head teacher. In many cases the support, guidance and welfare agenda is now better in its practical delivery than is stated in the school's policy. Individually, child protection and attendance procedures are satisfactory, whilst behaviour and health and safety procedures are at a good level. The very good level of the school's welfare and pastoral care is still a distinguishing quality of the school, and receives a consistently very high endorsement from parents. They realise that it positively contributes to the progress and development of all pupils, and their personal happiness.

37. During her short tenure, the head teacher has shown that she greatly values the support, guidance and welfare agenda and wishes to develop a greater rigour in all aspects. She and her staff have a very thorough knowledge of all their pupils through close personal contact throughout the school day. They accept their pastoral role with total dedication and determination. They display a diligence and enthusiasm that communicate well to parents and pupils alike. Pastoral and welfare issues represent a significant part of the head teacher's time in school, and can often involve parents. Pupils feel constantly supported by this integrated and secure Christian community, without any loss of their independence, and they in turn promote the caring culture and ethos of the school.

38. The procedures for monitoring and supporting pupils' personal development are satisfactory. The monitoring of personal development is good in the foundation year, but is less well developed in the later school years, as the school does not have formal written procedures, and relies more on staff observations and discussions. However, the school's good overview of each pupil allows it to involve professional agencies, as required, for pupils with problems requiring special educational needs. The school has a good special educational needs provision, promoted by good individual educational plans, which include attainable targets, and involve parents.

39. The school has a sufficient number of well written, relevant and updated support, guidance and welfare policies, which guide and underpin its actions. Policies are implemented consistently across the school and with a good understanding by well established staff. New and temporary staff would benefit from the guidance of a comprehensive staff handbook. The school is very welcoming to outside agencies to support the pupils on a routine basis, or if there are specific problems. The school nurse and the education welfare officer support the school well. The school has shown that it is highly capable in supporting pupils with more complex needs, and copes well with the differential floor levels for pupils with restricted mobility, so that they are effectively integrated into the classroom and school life.

40. The school is vigilant in child protection issues and procedures are satisfactory. The head teacher, as the co-ordinator, and a governor have received recent local education authority training, but staff would benefit from formal refresher training. There is good support from the outside agencies for this aspect when required.

41. The procedures for monitoring and promoting behaviour are good. The school gives a high priority to its expectation of a culture of good behaviour, set in a Christian context. The school is presently in a transition phase towards assertive behaviour strategies, which are seen as fair by pupils. Some members of staff are less skilled in the new strategies and less at ease with the lack of immediate results, particularly in the classroom and with younger pupils, who can lack an understanding of self-discipline. Rules are consistently displayed throughout classrooms and pupils participate well in their development. The school makes increasingly good use of praise and a fair allocation of a range of rewards to promote good behaviour and raise self-esteem. Sanctions are in

place and escalate appropriately through to the involvement of parents and the use of exclusions, which have not been required. To date the head teacher has been fully involved in responding to any oppressive behaviour, but she is now developing a tiered response involving senior staff. Behaviour incident books are well used by lunchtime staff but insufficient analysis limits their usefulness to detect trends within the school. The effective approach of enabling pupils to confront the truth and subsequently apologise for poor behaviour has the desired correcting affect.

42. Attendance procedures and systems are broadly satisfactory, but are insufficiently rigorous and focused to overcome the high levels of unauthorised absence and poor punctuality, which are presently features of the school. The school demonstrates to parents their statutory obligations, through the prospectus and proforma letters, but does not practice first day telephoning to chase parents who fail to communicate reasons for absence. The incidence of parents requiring holidays within the term is well controlled. The school's 'lates' procedure is not well defined or communicated to parents and does not include a 'lates' book.

43. The school is a safe environment for all pupils and staff, with a below average accident rate. Recently implemented procedures for health and safety have sufficient rigour, and are producing a good result. Although the need for an external fire escape has been reviewed by the local fire service, the school would benefit from further risk assessment by the local education authority. The safety of all pupils is of paramount importance to the school and the new in-post governor, and teachers take a good account of health and safety measures in all lessons and activities. There are only a few minor problems identified during the inspection, which have been fed back to the school for action. The school has a sufficient complement of certificated first-aiders using satisfactory procedures. Although the school has an on-site medical room, the school accident facilities at lunchtime are inadequate due to their positioning in a confined corridor.

44. All pupil-based information systems are updated by the school administration, and are sufficiently focused and specific to support any emergency. There is a good liaison and relationship between the school and the middle schools, so that parents receive good support at transfer, and parent and pupil anxieties are minimised. Induction procedures for new parents at St Edmunds are personalised, welcoming and sensitive to the parent's needs, and guarantee that pupils make a confident start to their school lives.

45. There are good procedures for assessing the pupils and for monitoring their academic progress in English, mathematics and science. Assessments are used to assess pupils' progress and aid predictions of future performance. Data from optional and statutory testing is analysed and a tracking system is now in use, which enables the school to monitor and evaluate progress throughout a pupil's career at the school. Across the school, teachers regularly assess and evaluate the impact of their planning in literacy and numeracy on pupils' learning and the information gained is used well to plan work at levels that meet the needs of the pupils. Group and individual targets are set for the pupils and these are regularly reviewed.

46. Assessment in subjects other than the main ones is unsatisfactory. Learning objectives within these subjects are often too wide and assessment is not linked to these objectives. Some assessment at the end of a topic does take place but on going assessment, which is useful to help with planning, does not occur. Marking of pupils' work is not consistent. In a few classes it is of a good standard and provides pupils with suggestions and guidance to help them improve on the quality of their work. There is a need to regularly monitor the marking of pupils' work to ensure that this useful tool is used consistently to benefit pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The last inspection report indicated that the school had a successful partnership with parents, with many strong features of good communications, including high quality reports. Although the school has undergone considerable change since the last inspection, including a new head teacher, the essential fundamentals have remained the same. The school deals with parents respectfully, honestly and fairly within a strong Christian and family community. This has enabled the school to build very good links with all parents, so that they can make a very significant contribution to their children's learning. Good communications and information contribute well to most parents' good understanding of the school and their involvement.

48. Parents' views of the school are at a good level. The indications from a small turnout of parents at the meeting with the registered inspector, an increased return of the latest questionnaire and parents in the school playground, are that satisfaction levels have eased slightly since the last inspection, both for specific school aspects and overall. Parents' satisfaction ratings are still very high in many areas, especially in values and attitudes, behaviour and standards of work, that lead to happy children. Dissatisfaction levels have risen slightly for a minority of parents and seem to reflect a number of high profile changes that have taken place in the school in the last year. Despite there having been legitimate and logical reasons for change, sometimes out of the school's control, a small minority of parents feel that the changes have detracted from the unique qualities of the school. Parents show a significant level of dissatisfaction with the range of activities outside of lessons. Most activities take place during lunchtimes and are extensive and cater for many tastes and interests so that the school does not suffer in comparison with other schools.

49. Although the school's aims do not mention the parents specifically, all policies and documents indicate that it wants to build a strong home-school partnership as part of the wider community and with a strong Christian vision. Many parents make a significant commitment to bringing their children to the school and feel convinced that the time spent in transportation is worthwhile. They feel well integrated into the school from the first day's good induction. They soon realise that they have good access to the school staff, where they are welcomed if they have a problem or wish to give regular help. At least one in four parents play a positive role and most parents are very supportive of the school. The staff's very good links with parents are evident at the end of the day and at school functions when there is strong mutual enjoyment of each other's company. Parents' impact on the life of the school is good as they provide valuable additional resource by supporting learning in the classroom and attending the many school functions including Mass. Only a minority of parents feels that their views were not taken into account when changes were made in high profile school events. The Friends Association is run by an energetic committee and involves most parents in significant fund-raising through a variety of events. It is an essential element in promoting and developing the distinctive community spirit and happy family ethos that pervades the school, and forging links with the parish.

50. The quality of information for parents is good. Although the prospectus and the annual governors' report to parents have minor statutory defects, they are high quality documents that communicate the essential ethos of the school, and indicate that the school values its parents. The school's policies and procedures are good but parents do not have sufficient access to these. Other written communications are good, sufficient and respectful of the role of parents. The school's monthly newsletter is an effective communication. Informal communications are strong, so that problems do not grow. Parents are given very good information on the curriculum, children's targets, including early learning goals in reception classes, and have information on topic work. The school's annual written reports to parents on how well their children are getting on at school are very good. Personalised teachers statements give high quality feedback regarding pupils' performance in all subjects, and against prior targets. Parents are encouraged to add their own comments separately, and pupils are given the opportunity to add their own self-appraisal, and set their own targets, in addition to those agreed with the teacher.

51. The contribution of parents to pupils' learning at home and in the school is very good. The school has a high level of very supportive parents that play some role, with very few apathetic parents. Most parents have signed the home-school agreement but some find it difficult to comply with the spirit and the letter regarding attendance and punctuality issues. Parents are given invaluable support through a range of leaflets on how they can help their child. Parents are invited into school to review their children's work twice a year and these evenings, including the annual governors meeting for parents are always very well attended. Most parents are satisfied by the school's attitude to homework and feels they have a good view of expected work through the home-school diary, which includes pupils' targets. There is a close collaboration with the parents of special educational needs pupils, so that meaningful individual educational plans, with targets are set and communicated. Parents receive sufficient advice from the school at the time of transfer to middle school, so that they can take enlightened decisions regarding their choices, and reduce their anxieties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management provided by the head teacher and key members of staff are very good and are more rigorous in its procedures for raising standards than at the time of the previous report. During the four terms since her appointment to the school she has evaluated the needs of the school and implemented necessary changes rigorously. The first task she did was to review the school's aims. This was a sensible course of action so that agreement could be reached between the staff, governors and school chaplain in order to ensure that all parties involved were in agreement about the direction the school should take. The senior management team now meets once a week

53. The second essential task was to evaluate the needs of the school. This was wise because the aims of the school needed to be linked closely with what needed to be improved. This was accomplished in a number of appropriate ways. Firstly, the head teacher discussed the work of the school with the teaching staff and governing body and interviewed samples of pupils from each class to identify whether they were interested during lessons and whether they were sufficiently motivated to work hard and do their best. Next, the process of monitoring and evaluation of the school's work was discussed with the staff and as a result a whole-school approach was agreed. Thirdly, members of staff were given questionnaires so that they could identify the strengths and weaknesses of the school. All of these processes have enabled decisions to be taken on what needed to be done to improve the school further.

54. Teaching has been monitored regularly and rigorously in order to improve the quality and to reduce the percentage of unsatisfactory lessons observed during the last inspection. The head teacher and each of the co-ordinators for English, mathematics and information and communication technology (ICT) now monitor lessons regularly. Following the observations of lessons a debriefing is provided for the class teacher and a written copy of the lesson evaluation follows this so that teachers know what needs to be improved. The head teacher or subject co-ordinator then provides a composite report for all staff so that an overall evaluation of teaching in each subject can be discussed and action decided upon. For example, it became evident that the activities planned in English lessons were not meeting the needs of most of the pupils in the class. Such findings have been useful in improving the quality of teaching and learning within the school.

55. Subject co-ordinators have clear job descriptions with delegated roles and now monitor teachers' planning well to ensure consistency between classes and coverage of the National Curriculum. The whole staff was involved in scrutinising samples of pupils' work in order to monitor the extent to which teachers were meeting the needs of individual pupils and the use of, for example, ICT in subjects across the curriculum. Such practices have been useful in identifying strengths and weaknesses in the school's provision and steps have been taken to improve procedures where inadequacies have been found.

56. The very high standards have been maintained by rigorously setting targets for the school's seven-year-olds national test results at the end of Key Stage 1. In addition, all pupils have annual targets for them to aim at. The head teacher makes sure these are sufficiently challenging for individual pupils by checking against their standardised test scores to ensure that the target is higher than the test score warrants. In addition, the school has created a database to show the progress of every pupil and compare this against the expected level that should be attained.

57. The school has a very good strategy for improving the work of the school through the process of performance management. A small committee of governors sets the head teacher objectives that are linked with the school's needs. These are then translated into individual class targets for pupils' attainments and the progress of these is checked during the school year to ensure that the teacher is on-target to achieve them. In addition, objectives that are personal to individual teachers are set so that all members of staff improve and benefit personally. Thus, the action to meet the school's targets is excellent.

58. The school development plan contains very appropriate priorities for development. For example, mathematics has been recognised as an area that needs improvement compared with standards in reading and writing. Targets for improvement are very clearly thought out, being met and the success criteria linked with each initiative clearly based on improvements in pupils' attainments. The number of priorities within the school development plan is manageable and each initiative is costed and linked to the school's budget. The quality of the plan is very good and is an improvement since the last inspection.

59. The governing body has a good understanding of the strengths and weaknesses of the school. The curriculum committee monitors the curriculum and oversees subject policies. In addition the governors discuss the progress of the curriculum aspects of the school development plan. The governing body has recently become much more aware of how the school's results compare with national statistics and with those of similar schools. This enables them to keep track, year by year, of how the school is performing. However, the governors role in shaping the direction of the school is less well developed because they are hesitant about seeking views from a number of quarters, such as parents, to help in formulating their views. Governors, nevertheless have long-term aims for the school. Their intention is to have a pre-school playgroup on the school site and to oversee the running of a breakfast club for the pupils.

60. The governors are not wholly effective in fulfilling their statutory duties as the prospectus and annual report contain some minor statutory defects. The governors' finance and health and safety committee monitors the budget and the members are very involved in reviewing the school's finances. The element of the school budget allocated to special educational needs is used wisely and the standards fund is used well to assist the school's work in maintaining standards.

61. The school uses new technology effectively. The budget is computerised and details of pupils' attendance, attainment and test results are also stored electronically. However, as yet, although the deputy head teacher has had training on how to relate different elements of information together, this facility has not yet been exploited fully for the purpose of improving attainments. Classroom assistants have been trained in the use of ICT and this has had a beneficial effect on pupils' attainments. The school uses a video projector very effectively to link the teacher's computer to a screen so that all pupils in the class can observe demonstrations on how to accomplish a range of techniques. A digital camera is used well for teaching purposes. For example, it is used to produce still photographs during drama lessons so that pupils can write associated scripts linked to the pictures.

62. The school applies the principles of best value well. The school compares its performance with similar schools and with national statistics so that it has a good view of its own standards. It consults parents on a number of single item issues such as the need for a breakfast club or whether residential visits were useful for pupils but does not seek parents' views over a whole range of issues. The school has a tendering system for larger items of expenditure such as office computer systems or hand driers in the pupils' toilets.

63. The school's accommodation is good and enables the subjects of the National Curriculum to be taught effectively. Resources for learning are also good overall, particularly for science, physical education, music and ICT. These enhance pupils' understanding of ideas and acquisition of skills and have a beneficial impact on their progress. There is an adequate number of staff. Teachers have sound subject knowledge and are able to cover effectively the teaching of the National Curriculum. Classroom assistants have received good quality training so that they can support pupils with learning literacy and mathematical skills effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Improve the assessment of pupils' attainment and progress in the foundation subjects and use the information to meet the needs of the pupils by:
 - Ensuring that the learning objectives for lessons are precise and can be used to judge clearly whether pupils have attained them; (143) (149)
 - Improving the quality of marking of pupils' work by identifying the strengths and weaknesses, using them to plan future work and providing written advice on how the work could be improved. (125)

- (2) Improve pupils' attainments in design and technology in Key Stage 1 and in Years 3 and 4 by:
 - Extending the range of materials and tools for pupils to use; (121)
 - Improving the quality of pupils' designs of the products they intend to make; (119)
 - Providing pupils with a wider variety of skills to use when making items; (119)
 - Ensuring pupils to identify how their products could be improved. (119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	27	20			
Percentage		13	50	37			

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	326
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	15

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.6

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	26	35	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	35	35	35
	Total	61	61	61
Percentage of pupils at NC level 2 or above	School	100 (99)	100 (99)	100 (99)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	25
	Girls	35	35	35
	Total	61	61	60
Percentage of pupils at NC level 2 or above	School	100 (99)	100 (99)	98 (97)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	318
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	12.95
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y4

Total number of education support staff	14
Total aggregate hours worked per week	267

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	655,547
Total expenditure	680,735
Expenditure per pupil	2088
Balance brought forward from previous year	40,000
Balance carried forward to next year	14,812

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	326
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.	57	35	7	1	
My child is making good progress in school.	55	39	4	1	1
Behaviour in the school is good.	50	45	4	1	
My child gets the right amount of work to do at home.	37	50	9	1	3
The teaching is good.	69	29	2		1
I am kept well informed about how my child is getting on.	45	41	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	58	34	7		1
The school expects my child to work hard and achieve his or her best.	64	31	4		1
The school works closely with parents.	40	50	8	3	
The school is well led and managed.	49	35	10	3	3
The school is helping my child become mature and responsible.	57	39	2	1	1
The school provides an interesting range of activities outside lessons.	20	26	27	10	18

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

64. Children in the two reception classes make good progress and by the end of the academic year almost all the children exceed the national expectations in the six areas of learning recommended for young children and many children achieve well beyond them.

65. Children are admitted to the Reception classes in September and January. Parents of the younger children have a choice of sending them for half days in September or beginning full time education in January. Children are introduced effectively to school life and they attend four story-time sessions in the term before their start-date. Assessments of children's attainments take place within the first seven weeks and the results indicate that the majority of children enter with levels of attainment above the national and county averages.

66. Parents are introduced to the school staff, the curriculum and the daily routines during an evening meeting before their children begin their first term. As a result of the induction process, children settle quickly and happily into the reception classes. Continual daily assessment takes place providing factual information to staff and parents on the social and academic progress of the children. During the autumn and spring terms parents are invited to meet the staff to discuss the progress and future learning needs of their children. A full report is sent to parents at the end of the academic year.

67. The quality of teaching is good. Children enjoy school and quickly develop very positive attitudes, making good progress in their personal and social skills. They learn to listen, share and respect their peers and the adults with whom they come into contact.

68. The reception teachers and the learning support assistants work well together providing a good learning environment that supports children with special needs and the one child with English as a second language. The adults are very caring, listening with respect to the children, teaching them to become independent, to behave well and to show concern for others. This is reflected in the good behaviour that the children show in the classroom and around the school, for instance when they go to the school hall for assembly, to the information and technology suite, or outside to the playground for physical education. The teachers plan the work well in accordance with the requirements of the Early Learning Goals. The work suits the differing needs of all the children. Resources are satisfactory and the development of the outdoor areas and the recent purchase of large wooden moving toys provide opportunities for the children to develop their gross motor skills. As a result of the good teaching, pupils achieve standards well above the average in all areas of the Foundation Stage curriculum

Personal and social development

69. The children enter the classroom very happily and respond positively to the colourful and stimulating environment. During the day there are many opportunities for the children to extend their learning and share their experiences. The adults listen to children speaking with great respect, encouraging one child with English as a second language to participate and enriching the vocabulary of all the children. The teacher values the personality and work of each child, guiding and supporting them so that they learn to persevere with a task until they succeed. As a result of the good teaching they gain in confidence and self-esteem and develop independence in their learning. They learn to help one another when dressing and undressing for physical education and other activities in the classroom. The high expectations of teachers and learning support assistants promote good attitudes to school that enable the children to make good progress.

Communication, Language and Literacy

70. The children enter school with above average standards and by the end of the Foundation Stage they have exceeded expectations especially in speaking and listening and achieve very well. Most of them have a very good knowledge of letter sounds. For example, they know the initial letter sounds of most words and with good teaching the children make good progress in learning and using blends, for example the sound symbolised by 'sh'. Children can identify the sounds as distinct from the letters and they begin to spell words starting, containing or ending with 'sh.' The more able children write words independently and label items such as: dish, sheep or shed, whilst a larger group write sentences that begin, 'I wish for a', completing the sentence with their own wishes. Children with special educational needs make good progress in their learning. They are developing independence in their ability to write words. The children use their knowledge of letter sounds to read simple texts accurately. Many children are reading with enjoyment and understanding. The listening centre provides added pleasure and ensures that the children make good progress in this aspect. The good teaching has enabled them to acquire very good speaking and listening skills for their age and to communicate in writing through simple words and phrases.

Mathematical Development

71. The large majority of children are on course to achieve well above the average standard in mathematics at the end of the Foundation Year. Many children are beginning to count confidently to a hundred and to count up to ten objects accurately. Teachers ask the classes many detailed questions about the order of numbers and the children understand the concept of greater and smaller, the number before and the number after. Very good use is made of the classroom environment and display to build upon mathematical vocabulary and understanding. The children learn to work co-operatively in pairs and groups consolidating their knowledge of addition and subtraction using coins. A visit to a local supermarket provides exciting opportunities for buying fruit and vegetables to sell in their own class shops. Songs and rhymes are frequently sung and this builds well upon the children's mathematical knowledge and understanding. The teachers use every opportunity to provide work that meets the different learning needs of the children and, as a consequence, the children make good progress in their mathematical knowledge and understanding. The good quality teaching and very good support for children's learning by classroom support assistants has enabled the children to achieve well and to attain a level that is well above that expected by the time children are ready to start Year1.

Knowledge and understanding of the world

72. Throughout the year the children experience many opportunities that develop their understanding of the world both in the past and present. The good teaching involving good planning and a good knowledge of how young children learn has enabled children to attain levels of knowledge and understanding that are well above those expected at the end of the Foundation Stage. They observe the artefacts used by people in earlier times such as a pair of bellows, a flat iron and an enamel bath and recognise that these were objects used in past times. The children discuss with an adult how life differs from the past by answering focussed questions such as; 'Is it old or new?' 'Could we use it today?' In one very good lesson observed the children learned about the properties of water. They understand that ice is frozen water as they have a drink containing a block of ice. The frozen ice, hand made by the teachers, delights the children and causes great enjoyment and provokes many questions that are handled skilfully and enable them to develop a very good understanding. Good opportunities are provided for the children to use computers that develop their manual dexterity and support their learning of language, reading and mathematics. By the end of the reception year, due to the good provision offered by the teachers, the majority of the children will attain standards well above those expected and make good progress.

Physical Development

73. The children make good progress in developing a wide range of physical skills. During physical education lessons the children move and use space appropriately, learning to control and curl their bodies in a variety of shapes. The good quality teaching that has provided children with a wide range of activities and good support in terms of good questions and demonstrations that have enabled children to acquire physical skills naturally and quickly. They learn to throw and catch a large ball and make good efforts in controlling the ball with their feet. In the classroom the children develop and practise using scissors, pencils, paints, brushes, play-dough and glue. By the time they are ready to start Year 1 their skills have developed well, enabling them to use implements to cut and stick successfully. The improvements to the outside play area and the purchase of large moving toys have enhanced the provision and provide stimulating play and learning opportunities. Many children will exceed the expected standards in this area of the Early Learning Goals.

Creative Development

74. The children develop their creative abilities through carefully selected resources and games. Children explore colour, texture and pattern by looking at materials that could be used in the creation of a pirate's hat with good results. They use paint effectively producing bold self-portraits. The children learn to manipulate clay and make teddies that they decorate creatively. In music sessions the children enjoy singing rhymes and songs and learn to use percussion instruments to accompany the songs. They develop their speaking, listening and dramatic skills very well as they use a pirate ship for their imaginative play activities and when performing to an audience during the Christmas show. They learn to communicate and talk about their feelings. For instance, when looking at the colours of fruits and vegetables they have evidently developed a good sense of appreciation. At the end of the Foundation Year the majority of children will attain standards above those expected for this age group due to the good quality teaching they receive.

ENGLISH

75. The majority of pupils start school with above average literacy skills as measured by baseline tests. They make better progress than might be expected in the infants and attain well above average in National Curriculum tests in Year 2 in reading and writing. In the junior part of the school the good progress continues and they achieve well above expectations in technical aspects of writing and in their reading. There has been good improvement since the last inspection: overall standards and the quality of teaching have improved.

76. Standards of speaking in informal conversation are well above expectations. Pupils are articulate, use standard English and a wide vocabulary and many are confident in informal discussion with an adult. They answer questions readily in class because the ethos in the school is one where teachers use mistakes positively as an aid to learning. The majority of pupils are generous to other pupils' success and achievement. Teachers give pupils time to think about answers and listen attentively to their replies, valuing what they have to say. In one lesson, for example, a pupil was not able to think of the word 'comma'- the teacher waited a long time before allowing her friend to prompt her. The school uses occasions such as assemblies and occasional 'share and tell' sessions with a class to provide opportunities for more formal presentations. Standards of more formal speaking are variable depending on the confidence of the individual pupil. Role-play and hot seating, a technique where a pupil assumes the role of a character and answers questions by the class as that character, are occasionally used to good effect. However, the uses of drama, in order to rehearse ideas, explore alternatives, understand character and motivation and alternative viewpoints is not strong in the school. Indeed when a pupil asked whether they could act the story they had just read in a small group prior to writing an alternative version, he was told 'there wasn't time.'

77. Pupils generally listen well to their teachers and in class they listen well to other pupils' points of view. In discussions, listening can be more variable and some pupils show a tendency to interrupt other pupils. In a carefully structured lesson pupils explained to each other in smaller groups how knowing about Divali developed their attitudes to other people. However, little open-ended discussion work, where pupils work collaboratively together, was seen during the week.

78. Standards in reading are well above average as indicated by National Curriculum tests and in classrooms. Year 4 pupils read fluently and with expression. The skills of reading are taught well. There is a good focus on phonics and developing strategies to read new words such as using picture clues. There is a strong and effective home/school partnership with regard to reading. Pupils take home reading books on a daily basis and there is a reading diary which parents are encouraged to sign when they have read with their child. The school works hard to develop the reading partnership with parents.

79. There is a mixture of reading schemes and graded reading books, which are stored in Year 1 and Year 2 classrooms and also centrally. The quality of the books is variable. Some are old, somewhat tatty and unattractive. The school has severe storage problems and readers and group readers stored centrally are inaccessible and poorly displayed. In contrast the library is an attractive space. Parent volunteers help to run it and they provide the pupils with assistance in choosing or locating a book. Year 2 pupils show above average skills in using the library. They are able to look up a topic on the library chart, identify the Dewey number and locate a book relevant to the topic. Year 4 pupils demonstrate above average information retrieval skills, using a more detailed guide to locate a book and then using a mixture of referring to the contents and index of a book. These older pupils are able to skim and scan an article to find the relevant information.

80. Group reading is a feature in most literacy lessons. At its best the teacher involves the pupils in close analysis of the text through skilled questioning as well as providing opportunities for pupils to read aloud. Teachers read dynamically and well and they are enthusiastic in the way they present the material, developing and enjoying along with pupils the humour within, for example, 'Absolutely Crazy Alphabet'. They exploit the material in the 'big books' well - again through closely focused questioning. Books, including dictionaries and thesauri are displayed in classrooms, along with author-of-the-week type displays that identify a particular author, give brief biographical notes and examples of the books written.

81. Despite these very positive features there was not a strong story culture in the school. Most of the big books are linked to commercial literacy schemes. There are no class texts and pupils are not actively engaged in reading a longer text over a period. Whilst classes engage with suitable and appropriate material to provide a specific literacy objective teaching point, class texts are not used with older pupils to develop more advanced reading skills of reading between the lines, understanding that what a character says and means are sometimes different, or using clues within the text to develop an understanding of a character's motivation. As a consequence older pupils are not being helped to engage in literature that is more demanding than their personal reading and ideas which provide them with challenge.

82. Features of writing are taught well and pupils make good progress in their writing skills across the infants. They achieve well above average standards in writing by the end of Year 2 as reflected in the National Curriculum tests. This good progress continues across the junior section. By the end of Year 4 pupils' technical writing skills are well above expectations.

83. Good attention is paid to handwriting. Younger pupils print carefully with an appropriate 'flick' ready to join their letters and older pupils develop joined legible handwriting. Teachers model handwriting consistently and carefully when they use the whiteboards and provide regular opportunities for pupils to practise their skills.

84. Accurate spelling is encouraged. Pupils have regular spelling tests and 'look say cover check' routines are encouraged in the spelling log but were not seen as part of classroom routines. Pupils are encouraged to listen carefully to the sounds of words. Teachers enunciate carefully in class and this, and the fact that phonics are taught well, means that spelling is usually accurate or if not accurate is phonetically plausible. Teachers effectively use a range of strategies to encourage a wider vocabulary. For example, in one lesson pupils developed a class model of alliterative sentences and the teacher, in the way she savoured and rolled the pupils' examples around her mouth was subtly encouraging a richer vocabulary

'Martin the Martian munched... meanwhile Milly Mouse made a mighty mess.'

In another classroom a clothes line of words suggested alternative words to 'walk' – 'ambled', 'strolled', 'bounded'.

85. Careful attention is paid to punctuation and older pupils use complex punctuation accurately and well. Encouraging pupils' knowledge about language is good across the school. In one lesson the teacher moved skilfully from looking at a poem *'Bobby the butterfly behaved badly'* to looking at verbs and tense and how you create the idea that things happened in the past. Year 2 pupils know the term 'conjunction', and can identify a noun and verb in a simple sentence.

86. Teachers use writing frames, storyboards and other techniques to encourage pupils to sequence their ideas. They also use brainstorming and mind-mapping techniques to help generate ideas. Year 3 pupils are taught ways of making simple sentences more complex. In a couple of lessons seen, for example, pupils focussed on examples of how the text was sequenced by using words associated with time: 'suddenly', 'after that', 'finally', 'first', 'next' 'later' 'meanwhile'- in order to move them on from using the inevitable 'and then'.... 'and then.....' These pupils were also encouraged to 'chunk up' their sentences into paragraphs. Older pupils can paragraph their work well, although in some unaided writing work, pupils were evidently unused to writing on A4 paper with no margins and sometimes paragraphing was difficult to discern.

87. The most common way of encouraging 'good' writing within the school is through modelling either by reading an original text and using this as a basis for the pupils' work or building up a class model through discussion, as in the case of the alliterative sentences. For example, pupils' writing displayed in Year 4 was based on a cat poem and there was a significant common element before the pupils made their personal response. These same pupils used non-fiction double page spreads to model their own, in some cases using information and communication technology (ICT). Success is often guaranteed by restricting the number of variables to change.

88. Pupils write for a range of purposes within English but opportunities in other subjects are more limited. In science, for example, in a Year 2 class, the writing was in the main restricted to short notes and in history writing was often limited by the work sheets being used which sometimes made minimal demands on the pupil.

89. Teachers effectively allow opportunities for pupils to practise writing specific elements. For example they practise the openings of stories in a variety of styles:

'Long ago before you were born, even before your grandmother was born there was chaos in the kingdom of Lenton.'...

'It grew incredibly dark, the darkness seemed to be pressing on our eyeballs....'

Mrs. Jolly's broomstick wasn't just used for leaves. It could fly. She flew very high so nobody could see her. "Whee!" she said as she did a kind of twirl....'

90. They are able to use the narrator or first person in their stories and clearly have looked at a range of genres, including for example science fiction.

'Two tentacles stuck out of the hill. Then a head and a body. The purple alien stood motionless staring at the horrified children.'

91. The school has set itself demanding target to increase the proportion of pupils reaching the higher levels in writing in the National Curriculum tests to match the proportions in reading and then to build further on these writing skills.

92. Technically Year 4 unaided writing work was well above average. The work that teachers had done on aspects of writing was clearly apparent. They used first person and narrator:

'Before I go any further I'd better explain who these children are'

similes; *'waving his arms like a gorilla;'*

careful choice of words; *'he waddled off'*

and descriptions; *'The space ship was made by my father. He was a handyman and good at tinkering.'*

93. Yet despite these positive features the writing was slightly disappointing because of the quality of ideas. Although based on a space theme the work was very domestic; pupils missed school by taking mum's space ship and going into space. The content did not match their writing accuracy. The challenge for the school is to develop pupils' ideas by developing the story culture and the impact of literature and developing the inter-relationship of speaking and listening and reading to enhance writing. It also needs to ensure that there is a rich and stimulating curriculum which develops their reservoir of ideas and provides enhanced opportunities for all kinds of writing.

94. The presentation of literacy lessons is good and teachers show significant strengths. The teaching seen was sometimes very good and only occasionally satisfactory. No unsatisfactory teaching was seen. Teachers have very good relationships with the pupils. There is strong mutual respect and teachers effectively create an ethos in which pupils feel secure. They model courtesy and respect in the way they talk to pupils and listen carefully to what they have to say. They praise good work well but are prepared to challenge pupils when necessary. They have high expectations. In the best lessons there is a strong work ethic which is fostered by teacher's energy and warmth but also a by a sense of rigour based on high standards and expectations which is reflected in the way the pupils are challenged in their thinking. Teachers manage the learning well in classrooms, encouraging pupils developing independence.

95. Work is planned well. Tasks are clearly explained and the purpose of the lesson is outlined so that pupils know what it is they are trying to achieve. Questioning is skilled. It is used effectively to focus the pupils' attention on a particular aspect, for example, the text of a passage, or used effectively to assess whether the pupil has grasped a particular point. The whole class discussions at the end of a lesson are used well to assess learning. Learning support assistants are managed well in the best lessons and in these lessons they make a significant contribution to pupils' learning.

96. Work is matched carefully to the needs of particular groups of pupils and as a consequence higher, middle and lower attaining pupils make good progress. Pupils with special educational needs make the progress you would expect and generally achieve well. Some pupils are withdrawn for class to provide additional support in small groups. They make good progress when the work closely links to the work of their classmates because of the good quality enthusiastic and supportive teaching. Sometimes the ideas being presented are different from the work in the classroom that they have just left and their progress is less assured. Booster and catch up sessions are also provided for some pupils and in these pupils make satisfactory progress. In the few lessons where teaching was

satisfactory rather than good it tended to be because a particular group, such as the higher attaining pupils were not making the progress they might have achieved. Homework, appropriate to the age of the pupils, extends the learning in classrooms.

97. Overall, pupils have good attitudes to learning in literacy lessons. In some lessons attitudes and behaviour are very good. In the best lessons, there is a very calm atmosphere. Pupils are very focused and work at a very good rate. Within these lessons there is a strong focus on achievement- it is pleasant and chatty but pupils get through a lot of work. The good relationships that exist between teachers and most pupils enhance learning because of the implicit encouragement. In the best lessons the high quality of teaching challenges successfully pupils to think and use language with precision. Independent organisational skills are consistently encouraged and developed.

98. Pupils enjoy the work and the sense of success they gain from it. Relationships with learning support assistants in withdrawal groups are relaxed and at their best are characterised by positive encouragement. Some pupils, however, can become over-excited and their behaviour less disciplined. Pupils are encouraged in some classes to evaluate the work of others but there are strict guidelines that something positive must be said before being critical. The subject makes a very good contribution to pupils' cultural development, particularly through the use of stories from other cultures and the sensitive exploration by the teacher of the importance of learning about other cultures and her implicit respect for their contribution.

99. The subject is managed well. The subject co-ordinator has a clear overview of the subject and an objective awareness of the strengths and what needs to be done. There is good evaluation of data to aid developments in the subject. ICT is used well. Reading resources require some culling of the older texts and further investment is required particularly in whole class texts.

MATHEMATICS

100. The results of the 2001 national curriculum tests, at the end of Year 2, show that pupils' attainment is well above average when compared with the national picture at both the expected and higher levels. This is an improvement since the last inspection. When compared with similar schools, the results are average. Analysis of trends in tests results between 1998 and 2001 shows that standards are consistently well above the national average. The current attainment of pupils, both in Year 2 and Year 4, reflects well above average standards.

101. Current inspection findings are based on an analysis of work carried out during this school year. In Years 1 and 2 all pupils make mainly good progress in all elements of the mathematics curriculum including the key numeracy skills. Year 1 pupils respond well during mental/oral activities and can count objects confidently to 20 and beyond. They use digit cards and number fans accurately to carry out simple addition and subtraction using numbers to ten, and learn from each other by sharing successful strategies for working things out. By the end of the year, Year 1 pupils understand place value when working out tens and units, can solve money problems to £1, can classify three-dimensional shapes accurately and attain above average standards overall. In Year 2, pupils can say the number that is one or ten more or less than any two-digit number and can select the appropriate strategy to solve problems involving two digit numbers. By the end Year 2, they can use numbers to 100 confidently, understand inverse operations and use standard measures accurately. Pupils confidently gather and interpret data, including bar graphs and charts, and record this information in a variety of ways. Attainment is above average.

102. In Key Stage 2, Year 3 pupils can make ‘doubles’ of whole numbers to 30 and beyond and find corresponding halves. They can suggest suitable units of measure and they estimate and confirm addition of hundreds, tens and units. They are developing an understanding of decimal notation. Pupils demonstrate a secure grasp of the properties of both 2D and 3D shapes. Pupils understand the relationship between multiplication and division and many of the pupils know at least their multiplication tables for 2, 3, 4, 5, and 10. The pupils put this table knowledge to good use in Year 4 where they solve problems and puzzles. They are becoming skilful at identifying and explaining patterns and relationships and they both generalise as well as predict the outcome. Pupils apply their knowledge of metric measures to estimate length and capacity in every day life. By the end of Year 4 pupils demonstrate very quick mental recall during mental/oral sessions and show enthusiasm for numbers.

103. Pupils with special educational needs make sound progress because adults give sound support and work is matched to their needs. Throughout the school the staff give careful thought to pupils’ needs when planning the work and tasks are differentiated to meet these needs. Within all classes work is planned at three levels of challenge and in some classes at more than three. The result of matching work to pupils’ needs is reflected in the good progress that pupils across the school have been making within mathematics. Learning objectives are identified in most classes at the start of the lessons and these indicate the targets that are being addressed. In a significant proportion of lessons these learning objectives are too broad. To improve standards further the school can more closely link assessment to more specific learning objectives, which will result in even better matching of tasks to pupils’ attainment levels.

104. Throughout the school, pupils’ attitudes to mathematics are very good; they have a positive impact on learning and enable them to make good progress. They work well in lessons where tasks are supported by practical apparatus, which helps the pupils understand important concepts. There is good collaboration when pupils work in pairs or groups. Behaviour is good, especially when pupils concentrate well because they find the work challenging. There is unselfish sharing of resources and pupils are very willing to help one another. Pupils demonstrate good powers of initiative when faced with open-ended tasks or questions.

105. Overall the quality of teaching in mathematics is good. Across the school it is never less than satisfactory and in one class in Year 4 teaching is very good. Teachers show secure subject knowledge and plan mainly well paced mathematics lessons in line with the National Numeracy Strategy. The mental/oral sessions area strength in the teaching in most classes across the school, and most teachers use questioning successfully. In two lessons mental/oral work was not part of the introductory session. In nearly all lessons time is used efficiently, lessons move at a brisk pace and teachers have a high expectations of pupils’ work habits. Questions are clear and often targeted at individual pupils to check learning. In these lessons, teachers support pupils well as they work, taking care to circulate and assess progress. Plenary sessions are also used effectively to check that learning objectives have been met and to clarify the strategies used to solve the problems set. Some information and communication technology opportunities are provided for pupils to practise their skills. Overall, however this resource is under used in teaching mathematics.

106. On going assessment and evaluation are used well to inform future planning and all available data is analysed carefully to set pupils appropriate individual targets. However, teachers’ marking can be improved. Comments in books could be more informative to give pupils a better indication about their progress and what they could do to improve their work.

107. The co-ordinator for mathematics has only been responsible for this curriculum area during this school year. She is enthusiastic and knowledgeable and has already made a sound start to monitoring and supporting the subject. She collects planning, checks on going assessment and supports colleagues. National test results have been analysed and identified strengths and weaknesses have been shared with the school staff. Evaluation of resources and their use in the school have led to an in-service input by the co-ordinator and both the quality and use of these resources are now of a good standard.

SCIENCE

108. Teachers' assessments of Key Stage 1 pupils' knowledge and understanding of science in the spring term of 2002 show that standards were well above the national average. Higher attaining pupils are challenged well because the proportion of pupils achieving higher levels is well above the national average. The present attainments of the school's seven- and nine-year-old pupils are well above average.

109. The findings of the inspection confirm that seven-year-old pupils' attainment is well above national expectations. They have a very good working knowledge and understanding of living processes and understand how plants reproduce themselves. They can explain clearly and illustrate their understanding by drawings of the life cycle of plants. Pupils learn well because they are provided with a good range of opportunities to investigate scientific phenomena. For example, they heat butter and chocolate in a tin foil container as well as applying heat to a plastic cup. They note the changes that occur and subsequently learn that some changes are irreversible. Pupils are beginning to develop a good understanding of how to ensure that scientific tests are fair. For example, during an investigation about whether the size of a toy car affects the distance it travels down a ramp they ensure that the different cars used always start at the same place and that the ramp is always at the same inclination. Younger pupils investigate the growth of plants and verify that water is essential by comparing the growth of two plants, one of which is not watered regularly and the other that is.

110. Attainments of the nine-year-old pupils are also well above the level expected. Teachers adopt the same approach to pupils' learning and provide a good range of first-hand experiences for them. They compare a number of different habitats in the school grounds and record the different types of mini-beasts found in each of them. They contrast the type of insects and beetles found in a wet and damp environment with those they discovered in a dry habitat as well as comparing light and dark areas. They have a good knowledge of which materials will conduct electricity and which will not by using batteries, wires and bulbs to carry out the experiments. Year 3 pupils also develop a good scientific approach to learning by, for example, testing the absorbency of different types of material such as dish cloths, paper towels and kitchen rolls. Again, they ensure that the tests are scientifically fair by cutting the materials into equal-sized squares and dipping them into exactly the same volume of water.

111. The quality of teaching is good throughout the school. Teachers enable pupils to develop scientific knowledge, skills and understanding through a well-planned series of first-hand experiences. This is underpinned by sound questioning skills that enable pupils to build step-by-step understanding of scientific ideas. However, some teachers are not as good as others because they tell pupils facts rather than let them find out for themselves. The good management of pupils' behaviour results in hard work and good concentration in the classroom. Teachers' marking of pupils' work is

usually good and most teachers ask written questions that challenge their thinking and lead them forward in their understanding of science. Lesson planning is good and is based on a good plan for the whole school. It provides very worthwhile experiences for pupils that enable a good development of knowledge and understanding. Assessments of pupils' scientific skills are carried out at the end of each planned theme and this provides teachers with information that tells them how well each pupil is progressing.

112. The science co-ordinator was only appointed in January of this year but since that time has provided good leadership and sound management. She has organised a science week in the school to make science even more interesting for the pupils and pupils pay visits to the zoo, a nature reserve and to an Activity World Centre to learn about the nature of physical forces. She has monitored pupils' work to evaluate how well pupils have been provided with work that is suitable for different abilities of pupils and whether the content of the National Curriculum in science has been covered sufficiently. As yet, however, no monitoring of teaching during science lessons has taken place.

ART AND DESIGN

113. It was not possible to observe any art lessons in Years 3 and 4 because of the arrangement of the timetable. Judgements have been made in Key Stage 2 by a careful scrutiny of a sample of pupils' work. The standards of attainment in art are above national expectation for pupils aged seven and are close to the expectation for nine-year-olds. This is an improvement over the judgements in the last inspection when pupils' attainments in art were judged to be below the standards expected nationally and progress unsatisfactory. Pupils have sketchbooks to record their own ideas, feelings and observational experiences in art. Pupils are encouraged to experiment with hard and soft pencils as well as pastels and a range of other techniques. Key Stage 1 pupils are provided with a wider range of experiences than Key Stage 2 pupils and this has had a good impact on their attainment and progress.

114. Pupils attainments by age seven are good. Their sketchbooks show a good range of observational drawings using hard and soft pencils to produce shading and hatching techniques to portray light and shade. They make very careful drawings of plants in pots and a basket of flowers and demonstrate good observational skills. Pupils are encouraged to experiment with different techniques before they are used in specific tasks. They try out blending colours with pastels successfully and mix a range of paint colours before they actually use them for a purpose. They are provided with a number of different opportunities in printing. They use objects such as cotton reels, blocks of wood as well as their own hands to make prints on paper. Pupils also produce good repeating patterns in textiles, using wool in binca as well as paper weaving.

115. Attainments by the time pupils reach the age of nine meet the expected level for this age. Pupils continue the work on drawing with hard and soft pencils carried out in Key Stage 1 and pupils produce satisfactory sketches of icons in the church and self-portraits in pastels using different gradations of green. However, higher attaining and average pupils produced similar levels of work in their self-portraits. In addition, they experiment with overlaying of coloured tissue paper to obtain different shades of colour and then use their findings to produce interesting designs.

116. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Year 2 teachers encourage good discussion enabling pupils to consider what they are doing carefully and see its relevance to major works of art. For example, in one interesting lesson pupils reflected on a well-known design from Afghanistan and discussed the origins of the important elements of the design. This linked very well with their textile designs based on elements of window designs and house brick arrangements found in houses in the centre of Bury St Edmunds. Teachers encourage pupils to

experiment with new materials and techniques as a preliminary to using them in their own products. This promotes pupils' acquisition of skills and helps them to understand the importance of choosing materials and techniques in their own work. Teachers move from group to group assessing pupils' work and providing advice on how to improve it. However, pupils' progress is sometimes compromised by volunteer helpers in the classroom taking over the stitching on pupils' work and depriving them of opportunities to improve.

117. The co-ordinator for art and design provides good leadership and management. She has introduced a satisfactory system of recording pupils' experiences in art and design. This involves charting the media used against a number of elements such as pattern, colour, line, tone, shape, form and space. This provides a good record of the skills pupils have experienced but does not provide information about how well pupils have achieved.

DESIGN AND TECHNOLOGY

118. The organisation of the school's timetable meant that only two lessons could be observed and these were in Key Stage 2. Pupils' design books, photographs of completed work and a limited sample of work was available for examination. Judgements are based on evidence from the above, as well as a study of teachers' planning, talking to pupils in lessons and discussion with staff.

119. Overall, pupils generally make unsatisfactory progress in developing their design and technology skills throughout the school. As a consequence, their standards are generally below those expected and these are not as good as they were at the time of the last inspection. However in one class in Year 4, where teaching was good, sound progress has been made and satisfactory standards achieved. From the work examined and in one of the lessons seen the tasks are too directed. As a consequence, the opportunities for pupils to develop skills in designing products with consideration for the user, make choices of materials, tools and processes and evaluate their products are too limited. In a number of classes there are examples that demonstrate careful work by the pupils, but they do not represent satisfactory attainment in design and technology. Pupils demonstrate satisfactory cutting and sticking skills.

120. There is insufficient evidence available to make an overall judgement on the quality of teaching. However, in the two lessons observed in Year 4 teaching in one class was satisfactory and in the other good. In both lessons pupils enjoyed working together and co-operated well. Boys and girls are happy to work together. Pupils show a good understanding of health and safety issues. Pupils with special educational needs are fully involved in the lessons.

121. The school's overall curriculum planning for design and technology does not guarantee coverage of the national curriculum because it has too few clear links with the programmes of study. It is based on what pupils will do, rather than on what they will learn as a result of any given project. No on-going system for assessment is in place and therefore has little influence on planning. As a result, teachers are not sufficiently aware of what pupils can do and need to do next. The progress of many pupils is restricted, particularly that of the higher attaining pupils. The school has an insufficient range of tools and materials for pupils to use so that they can extend their range of skills and experiences of making products. The teaching of design and technology takes place at irregular periods during the school year and this does not help in the developing of pupils on-going skills.

GEOGRAPHY

122. During the week of the inspection four lessons were observed in geography. Analysis of pupils' work and discussions provided additional evidence of standards being achieved. Pupils' attainment by the end of Years 2 and 4 meet expectations and pupils make sound progress. This has maintained the level of attainment during the last inspection.

123. By the end of Year 2, pupils are beginning to understand the relationship between distance and time taken to travel to school, the different journeys they have and the features that they observe. Pupils have undertaken fieldwork in Westgate Street and graphically recorded on a large wall map the different buildings observed. In their study on weather in Year 2 pupils show they can correctly identify different types of weather as well as explaining how weather can affect the types of clothes worn. Weather reports from pupils who go on holidays to different parts of the world help to provide pupils with additional information.

124. By the end of Year 4 pupils have studied a number of contrasting localities, such as comparing their own town with life in a village in India. They are becoming confident in comparing features such as houses, transport, education and farming with those found in their own locality. Work in geography is extended into other areas of the curriculum and this is illustrated in information and communication technology, which is used to compose pieces of music to the 'rhythm of India'. In art, printing on a Sari is examined as well as Rangoli patterns seen in the celebration of Divali. Year 3 pupils, in their work on improving the area, study and use photographs to support suggestions and the detailed maps that they have compiled. Pupils in Year 4, in their work on how people affect their environment, carry out experiments that enable them to evaluate how clean the air is. They try and assess how the activities carried out by man have influenced the quality of air that is being analysed.

125. The quality of teaching is satisfactory. Teachers have sound subject knowledge. In the lessons seen, an appropriate range of strategies is used to gain the pupils' interests. Geographical terminology is also emphasised, to help develop pupils' knowledge. Pupils find the subject interesting, they are well behaved and they concentrate well on the tasks set. Overall, teachers provide pupils with a wide range of learning opportunities and this enables them all, including those with special educational needs, to make satisfactory gains in their knowledge and skills. Most pupils take care with their work, and make every effort to complete the tasks set, for example, drawing plans and maps neatly. Teachers mark pupils' work, but include few written comments, to add to the verbal advice they provide.

126. The school is in the process of adopting the Qualifications and Curriculum Authority guidelines as a scheme of work, and there is evidence that this is already being used to support planning. There is insufficient assessment of pupils' attainment and progress in geography. Very little information is being used to guide planning so that pupils' needs can be met.

HISTORY

127. Because of timetabling arrangements it was not possible to see any history being taught. Judgements are made on the basis of a scrutiny of work and discussions with pupils. By the end of Years 2 and 4 standards meet expectations. Standards have been maintained since the last inspection. However, given that standards are well above average in English, standards in history are not high enough. Higher attaining pupils, in particular are not challenged sufficiently. This is recognised by the school and it has targeted history for development in the next academic year. The head teacher is particularly concerned to develop the use of more first-hand experience and develop historical skills through the use of source material rather than be so reliant on commercial schemes.

128. The small group of older pupils with whom discussions were held about their history experiences had very good recall of what they had done. They could explain why the Romans had an effective army and knew about life in the Abbey in Bury St Edmunds. They remembered the work they had done in Year 2 on Florence Nightingale and The Great Fire of London.

129. The work of younger pupils is largely structured through worksheets which are relatively undemanding often requiring single word answers to gaps in sentences. There are some opportunities for more extended writing. They are able to give an account:

'First the hospitals were dirty, the patients had hay beds. They were smelly. There were rats that spreaded germs. When the doctor took the temperature they saw fever. Wounded were infected and people dieing. Then Florence came. She wrote letters to change the rules.'

Pupils also use the facts to write letters as if they were Florence.

'I am writing to you from Scutari. It was half an hours notice before we got the sick and wounded.'

130. The work scrutiny indicates that pupils are beginning to understand why people acted as they did and an understanding of major events. Year 1 pupils develop some understanding of then and now by looking at how toys and homes have changed.

131. Older pupils in their work show understanding of chronology, knowledge of events and can explain differences between, for example, a Celt and Roman warrior. They understand the differences between facts and opinions. They show good use of facts in writing their accounts of the invasion;

'When the Romans invaded Britain with 40,000 men in 43 AD there were three different types of soldier...'

and the impact of the Romans on society

'Towns and cities played an important part in the lives of many Romans. They were centres for local government, shopping trade education and leisure.'

132. On the basis of the work scrutiny teaching over time is satisfactory and pupils make satisfactory progress. It is easier to see this progress in the work of higher attaining pupils where more is recorded. Marking is satisfactory, comments are supportive and sometimes indicate to a pupil how to improve their work, particularly with older pupils. Much of the work is generated from a commercial scheme and it was not possible to judge the range of teaching strategies being used, whether, for example, drama was used or group discussions. Pupils' attitudes are satisfactory and they are encouraged to present their work well. In the one history display, which was augmented by a time line, helping to develop a sense of chronology, pupils had written about Samuel Pepys and tried out writing with a quill pen. There was little to see in the school on either the impact that history had made in the overall provision for cultural development or the use of information and communication technology.

133. The curriculum time for the subject is blocked together and alternates with geography. In reviewing the subject the school will need to determine whether it has achieved an appropriate balance of curriculum time and the subject is organised in the best way to develop pupils' skills and how these skills can be reinforced on a more regular basis. The work scrutiny suggests that whilst there is adequate coverage there is not sufficient time to develop the subject at a deeper, richer level so that, not only is history developed, but in the process the subject is able to support and develop, for example, literacy skills to a much greater extent. In the review, attention should be given to assessment in history and particularly in developing confidence in National Curriculum levels so teachers are more aware of what it is they have to teach in order that pupils achieve the higher levels. Resources too require additional investment.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. From the observation of lessons, evidence of pupils' work, discussions with pupils and observations of them using computers, attainment and progress are above national expectations at the end of Years 2 and 4. This is an improvement since the last inspection.

135. Pupils in the Reception class use the computer to develop their control of the mouse and while learning some key-board skills they use a number of programs to increase their literacy and number skills. In Year 1 pupils develop their word-processing skills, type their name and select font and type size. In one satisfactory lesson observed pupils were able to drag and drop characters into a fantasy scene using the story maker program. In Year 2 they progress to spacing and positioning, using greater mouse and cursor control. Pupils are familiar with the colour mix program that enables them to create designs and drawings. They use the program micropedia to research scientific information concerning habitats. They are able to save and to print their work. Pupils achieve good standards gaining in confidence, enthusiasm, skills and knowledge.

136. The good progress made in Years 1 and 2 continues in Years 3 and 4. In one very good lesson observed in Year 4, pupils use a simple branching data-base to investigate insects and to build up a data-base of information. In Year 3 pupils use texts and graphics to make very attractive greeting cards. Pupils can select their own font and size in order to present their work in a creative manner and to refine and adapt it. They use text, tables, images and sounds to present their findings. All pupils including those with special needs make good progress and gain in confidence.

137. Teaching ranges from satisfactory to very good. This is an improvement since the last inspection and is due in part to the training offered to class teachers and classroom assistants. Lesson plans are clear and teachers are more aware of using information technology in many subjects across the curriculum. The skilful questioning of pupils by the teachers and the classroom assistants also clarifies pupils thinking and extends their knowledge. The computers are used frequently in the computer suite. However it is a cramped space for a whole class and impedes the progress of the higher attaining pupils due to the limited access to the machines. The classroom assistants provide very good support to pupils of all abilities especially to those with special needs.

138. The policy and scheme of work provide staff with a structured curriculum with in built assessment opportunities. Pupils are able to access the Internet in order to extend their learning. CD-Roms are available that are used for research purposes by Key Stage 2 pupils. The school also has four programmable toys which are used by pupils throughout the school. The lunchtime computer club for all interested Key Stage 2 pupils extends the work of the classroom effectively.

MUSIC

139. Standards in music meet expectations at the end of Years 2 and 4. This has maintained the attainment level for seven-year-olds but these have fallen for nine-year-olds. Some pupils achieve standards above national expectations due to the opportunities afforded to them by very good class teaching in Year 4, instrumental music lessons such as guitar and hand bells and the regular choir practices. Year 1 pupils learn to develop their listening and imaginative skills by appraising famous pieces of music such as 'The Sorcerer's Apprentice'. They learn about dynamics, pitch and pulse through clapping and moving to music.

140. Year 2 pupils consolidate their knowledge of percussion instruments and identify which ones are suitable to characterise the creatures in the story of 'The Three Billy Goats Gruff'. They work in small groups to compose short, rhythmic pieces to represent the movements of the Troll or one of the Billy Goats. They select their choice of instrument to play and can explain the sound they wish to create. They discuss the trip-trap of the hooves and select a wood block to imitate the sound. Pupils make satisfactory progress in their ability to recognise dynamics, tempo, musical patterns and mood. Year 2 pupils learn to appraise the music of Saint Saen's, 'Carnival of Animals'.

141. Key Stage 2 pupils consolidate their musical skills and make satisfactory progress in all aspects of the subject. Year 3 pupils study the structure of music by listening to the music of Handel. Their geographical studies of India are linked to an investigation of Indian instruments such as the sitar played by Ravi Shakar. During one very good Year 4 lesson, pupils built upon their listening and appraising skills as they listened to 'Porgi Amor' from the 'Marriage of Figaro' by Mozart. They used the plan of the orchestra to identify which instruments were used in the introduction and to accompany the singer. As the pupils listened carefully to the music they responded by creating very good colour designs of the shape and pattern of the phrases. They are able to recognise the dynamics timbre and mood of the music. One pupil with special needs made very good progress in creating a colour pattern tile as he listened alongside his peers.

142. Pupils throughout the school, including those pupils with English as a second language and those with special needs, enjoy all aspects of music and make satisfactory progress. They behave well in the class lessons and concentrate in order to complete an activity

143. The quality of teaching in Key Stage 1 and Year 3 is satisfactory and it is very good in one class in Year 4. When teaching is good the teacher has good musical knowledge, there is depth in the planning and effective use of resources, that are matched to the skills and knowledge of the pupils. This had a significant impact upon the very good progress made by the pupils in that class. Teaching is weaker when the teacher has insufficient knowledge of the subject, resources and the pupils. This can lead to pupils misbehaving. Although teachers have aims for the lessons these are not precise enough to be used to judge successfully whether pupils have attained them.

144. Formal individual assessment of pupils is not in place although the units of work are assessed. The school has satisfactory information and communication technology facilities that are harnessed for the development of the music curriculum.

145. The co-ordinator has rewritten the music policy and scheme of work recently and the subject is to be a priority subject in next year's school development plan. The school has a number of instruments from other countries adding to the multicultural aspect of learning and to the knowledge and skills of the pupils. Pupils respond to music with enthusiasm and enjoyment. It contributes well to their spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

146. Owing to the arrangement of the timetable it was not possible to observe lessons in gymnastics and dance in Key Stage 1 and athletics, dance and gymnastics in Key Stage 2. Attainment levels for seven-year-old pupils are in line with national expectations in games. Attainment for the nine-year-olds is above the expected level in games and well above average in swimming for their age. Key Stage 1 pupils' attainments have been maintained since the last inspection and have improved in Key Stage 2.

147. Key Stage 1 pupils are able to throw beanbags and small balls into the air and catch them successfully. However, some younger pupils are unable to throw in the intended direction, particularly when throwing over-arm. They control the movement of a ball using their feet competently and keep it as close to their body as possible. Whilst playing ball games pupils are beginning to develop a sense of anticipation of where the ball is likely to travel and the need to pass a ball between them in order to operate well as a team.

148. Key Stage 2 pupils have confidence when in the water. They can swim with the use of floats and eight out of ten can swim at least 25 metres by the end of Year 4. Many can use a variety of swimming strokes including front crawl, backstroke and breaststroke. Lower attaining pupils have the confidence to swim with the support of a float and can put their head under water whilst moving forwards. Pupils have very good relationships with each other. This is exemplified when pupils achieve a swimming target for the first time and others burst in to spontaneous applause to congratulate them. In general, pupils have good skills at throwing a ball accurately and strongly. They are developing strong hitting skills when striking a ball with a bat. Pupils with special educational needs are well supported and make good progress. For example, one physically disabled pupil participates in physical education lessons and uses a wheelchair to take part in the activities fully.

149. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Key Stage 1 teachers are able to demonstrate most techniques successfully. However, sometimes there is insufficient advice to pupils on how to ensure that the weight of their body is behind the ball for greater force in throwing and the correct timing to release it from the hand so that it travels along the desired trajectory. Teachers made the lesson relevant to pupils by planning for them to use the skills they had acquired in a competitive game. This ensured that pupils got maximum enjoyment from the lesson and worked hard throughout. Teachers' instructions are usually clear but occasionally these are not well judged. For example, one teacher asked pupils to stand in a hoop whilst attempting to kick a large ball. This hindered the swing of the pupil's leg and hampered progress in acquiring the necessary skills. In general, teachers do not frame clear and specific enough objectives for what they want pupils to be able to do by the end of the lesson. This makes it difficult for teachers to be able to assess whether pupils have achieved the objective or not. Key Stage 2 teachers enable pupils to make good progress. Very good relationships between teacher and pupils results in pupils wanting to please their teacher and much effort to improve their skills. Lessons are organised so that pupils experience a wide range of skills including throwing, catching, striking a ball with a bat whilst still or when moving. In addition, nine-year-old pupils are expected to think carefully during physical education lessons. They are expected to devise their own games and are provided, for example, with four balls, two different coloured hoops and a bat as their materials. Pupils managed to devise a number of ingenious games with straightforward rules that enabled skills to be developed. Activities planned for pupils of different abilities are challenging during swimming lessons. For example, lower attaining pupils are challenged to swim specific distances using a float and using leg kicks only. Higher attaining pupils are challenged to swim on their back in the deep end of the pool using a good backstroke style. Throughout their time during swimming lessons their attainments are recorded, assessments are carried out and relevant advice provided. This enables pupils to have a good knowledge of their own progress and provides a good impetus for improvement.

150. The leadership and management provided by the physical education co-ordinator are sound. Lessons are monitored, particularly following staff in-service training in the subject. Planning is monitored to ensure that the curriculum is covered properly but pupils' attainments and progress are not assessed sufficiently so that lessons can be planned to bring about improvement. Resources for learning are maintained and replaced regularly. The school has a successful football team that won the local league title last year. The school has a country dancing club and creative dance is linked with different subjects of the curriculum such as Roman gods in history.