

INSPECTION REPORT

ST WILFRID'S CE PRIMARY SCHOOL

Calverton, Nottingham

LEA area: Nottingham

Unique reference number: 122752

Headteacher: Mr T J Allan

Reporting inspector: G Brown
21060

Dates of inspection: 4 - 7 March 2002

Inspection number: 244565

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Main Street
Calverton
Nottingham
Nottinghamshire

Postcode: NG14 6FG

Telephone number: 01159 652775

Fax number: 01159 652775

Appropriate authority: The governing body

Name of chair of governors: Reverend P Hill

Date of previous inspection: 17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21060	George Brown	Registered inspector	English as an additional language Foundation Stage Music Physical education Religious education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9958	Tim Page	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22324	John Tennant	Team inspector	Art Design and technology Information and communication technology Mathematics	How well are pupils taught?
21678	Susan Walker	Team inspector	Equal opportunities Special educational needs English Geography History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's is a Church of England voluntary controlled primary school for girls and boys aged 4-11 years. It is situated in Calverton, a former mining village to the north of Nottingham. Pupils live mainly locally and in a range of housing types, although some come from beyond the village itself. The school is popular and regularly oversubscribed. Some junior classes have up to 36 pupils. Children show a wide range of attainment on entry to the school but significant numbers have above average standards. Most children enter the reception class on a part-time basis and do not enter full time schooling until the term in which they are five years old. There are 212 full time pupils on roll plus a further 12 part-time children in the reception class, making this an average size primary school. Pupils are taught in two separate buildings. A well below average numbers of pupils are drawn from ethnic minority backgrounds and only about six per cent of all pupils are entitled to free school meals. The school operates within a strong Christian ethos and aims to provide a challenging and fulfilling education for all its pupils centred on Christian belief and practice. The school has recently experienced several staff absences of up to a term in duration which have caused some disruption to the normal arrangements for teaching and learning in Years 2 and 6 in particular.

HOW GOOD THE SCHOOL IS

This is a good school with many effective features. This is reflected in the standards reached by the pupils, particularly those in the reception class and in the junior years. The school is ably led and provides a firm base for good learning enabling pupils to achieve well. The quality of teaching is good and frequently very good. Given children's attainment on entry, the quality of teaching and the results achieved by the end of Year 6, the school gives good value for money.

What the school does well

- Standards are good. By the end of Year 6, pupils' attainment is above average in most aspects of English, mathematics, science, information and communication technology, religious education and several other subjects.
- Teaching and learning are good across the school and pupils achieve well.
- Children in the reception class make particularly good progress. This is due to the many very good improvements, including teaching, made in recent times.
- The headteacher is a very good leader and, together with others in management, is effective in meeting the aims of the school.
- The personal development of pupils is a priority and the provision made for their spiritual, moral, social and cultural development is good overall.
- Pupils respond very well to their learning. They behave in a mature, helpful way and form positive, effective relationships with adults and with each other.

What could be improved

- The provision made for higher attaining and gifted pupils has improved but could be stronger.
- When teachers assess the standards reached by their pupils, the results are not always used well or accurately enough to ensure learning continues at an appropriate rate and level.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. At that time, the standards achieved by the pupils, the quality of education provided and the management and efficiency of the school were all in need of some improvement. The school has made good and in some cases very good progress in those areas it had to improve. For example, the provision for children under five (the Foundation Stage) has now become a strength of the school. There is now in place an overview of the curriculum for the entire school and many new policies and schemes of work assist pupils with their learning. The particular needs of higher attaining pupils have been only partially addressed and more could be done. The quality of the monitoring of standards, teaching and curriculum planning has also improved and been extended.

This and other aspects of school life are reflected in the detail provided by the school's annual development plan. The statutory requirement relating to Year 2 pupils taking part in national tests is now fulfilled on an annual basis. The information given to parents in the school's prospectus and through the annual report of governors has also improved, although the reports distributed to parents about their child's progress could be more helpful. Standards in pupils' work have been maintained or improved since 1997 and the school has been successful in adopting several important new initiatives introduced in recent times.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	C	A	C
Mathematics	A	B	A	C
Science	A	C	B	C

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

Children enter the reception class with slightly above average standards. Most achieve well or very well and are on course to exceed the early learning goals expected for their age in almost all areas of learning. In the 2001 National Curriculum tests for pupils at the end of Year 2, pupils at the school scored well above average in reading and above average in writing, mathematics and science, the latter based on teacher assessments. The current Year 2 has a range of pupils with special educational needs and has also undergone changes in teaching personnel. Pupils are therefore currently achieving broadly average standards in reading, writing and science but above average standards in mathematics, art and design. As with junior pupils, their standards in speaking and listening are good. In the 2001 national tests for pupils at the end of Year 6, pupils in this school scored well above average in English and mathematics and broadly average in science. Pupils reached broadly average standards in all three subjects in comparison to similar schools. Over time, the performance of Year 6 pupils in this school has tended to exceed the national average for their age group in all the core subjects. However, the inspection found that the current Year 6 contains a broad band of pupils with learning difficulties and, although standards in aspects of English, mathematics, science and information and communication technology are above average, standards in writing are average. Fewer pupils than usual appear to be on course to attain the higher levels for their age. Pupils' standards in several other subjects, including art and design, history and geography, are above age related expectations for Year 6. Pupils in the junior years are taught effectively and achieve well, although more could be planned to extend the learning of some more able pupils. There are no significant differences between the standards achieved by girls and boys across the school. Pupils with special educational needs make sound and often good progress and the very few with English as an additional language reach standards at least comparable to their peers. The school's targets for future attainment in Years 2 and 6 are sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and give of their best.
Behaviour, in and out of classrooms	Very good. Pupils respond well to the school's code of conduct and are very well behaved during the school day. They are mature and reliable.

Personal development and relationships	A strong feature that helps create a harmonious place for learning. There is an understanding that pupils should consider others at all times.
Attendance	Well above average. The school day starts promptly and efficiently.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. It is particularly effective in the reception class and junior years where some very good teaching frequently occurs. Almost three-quarters of teaching was good or very good across the school and no unsatisfactory teaching occurred. Teaching is consistently good in the Foundation Stage (reception class). Here, expectations are high and planning, teamwork and the teaching methods deployed, are particularly effective. This leads to good progress and high achievement among the children, even those attending part-time. In Years 1 and 2, whilst teaching is good overall, the teachers are still coming to terms with the challenging activities pupils need to face, having only been in charge of their respective classes since January. There is however, good emphasis on the teaching of basic skills in the infant classes and the management of the pupils effectively promotes good learning. In some areas of the infant curriculum, the knowledge and understanding of the teachers, as to where work should be pitched, is not altogether secure. Teaching in Years 3, 4, 5 and 6 is consistently good. Planning is sharp across all subjects and there is particularly good emphasis on the pace of pupils' learning alongside high expectations as to standards and the quality of pupil response. Although not applicable to all teachers across the school, there are relative weaknesses in the use made of teacher assessments, including the value of good marking. Additionally, the work actually set for the higher attaining pupils is not always challenging enough. The teaching of literacy is satisfactory although some improvements are needed, particularly in Years 1 and 2. The teaching of numeracy is stronger and good overall. All subjects are taught to at least a satisfactory standard and there are teaching and learning strengths in science, art and design and music across the school. Teaching in the junior years is satisfactory in physical education but good in almost all other subjects, with growing strengths in the teaching of information and communication technology. The teaching of pupils with learning difficulties and of the few with English as an additional language, is good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the reception class and good in the junior years where learning is supported well by outdoor education and by a good range of visitors and extra-curricular activities. Opportunities for learning in the infant classes are sound.
Provision for pupils with special educational needs	At least satisfactory in all year groups and good where teachers work well to individual educational plans targeting pupils' different needs.
Provision for pupils with English as an additional language	No pupil is at an early stage of learning English. The support given to pupils is effective and they all achieve well.

Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong feature of school life where the development of the whole child' is fundamental. Provision for moral and social development is very good. Provision for spiritual and cultural development is good, particularly through worship and religious education.
How well the school cares for its pupils	This is a caring community and matters relating to child protection and the welfare of pupils are given high priority. Very good procedures help support attendance and behaviour. Whilst assessment procedures are sound, insufficient use is made of the results to create new targets for pupils' learning.

The school has effective links with parents which are used well to extend pupils' learning

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is ably led by the headteacher who has a clear vision of where the school is going and how best to achieve its basic aims. He is well supported by senior staff, although the impact of the co-ordinators on standards in their various subjects, varies considerably.
How well the governors fulfil their responsibilities	The governing body has a good grasp of the school's strengths and weaknesses and fulfils its roles and responsibilities very well.
The school's evaluation of its performance	The school has improved its monitoring procedures and is now well placed to evaluate the point it has reached and how best to implement new priorities.
The strategic use of resources	Good. Specific grants, the school's annual budget and general resources are used well to help target the school's declared educational priorities. The accommodation is satisfactory although parts of the old building require attention. Sound efforts are made to ensure best value in terms of what is available to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards are high and teachers are skilled in getting the most from their pupils. The school is orderly and the ethos for learning is good. Children tend to make good progress. The school is well led and managed. Parents are made to feel welcome and their views are often sought. Communications with parents are good and they are invited to share in the education of their children. Homework is well organised. 	<ul style="list-style-type: none"> Some parents feel that the school could do more to keep them better informed as to the progress made by their children.

The inspection bears out all the positive points made here by parents. Some of these are strengths of the school. The opportunities, formal and informal, for parents to keep in touch with their child's progress are actually better than in many other schools. The quality of the pupils' reports could be improved by ensuring that all subjects are reported on separately and that targets for future learning are

more clearly indicated.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children show a wide range of attainment on entry to the reception class (Foundation Stage) but early assessments indicate that they are above average overall. Most children achieve well during their time in the reception class, mainly due to the consistently good teaching and other very effective provision. Many are on course to meet and exceed the early learning goals anticipated for their age in almost all areas of learning.
2. The school's provision for young children has improved and strengthened considerably since the previous inspection, particularly in the planning of the new Foundation Stage curriculum, together with the quality of teaching and the overall level of adult support. The very good teaching of basic skills ensures that most children learn rapidly and achieve well, even those attending part-time. Children enjoy a particularly wide range of stimulating experiences that encourage and develop their language, mathematical, scientific and personal skills. They settle rapidly into well established yet flexible routines and respond very well to the high expectations placed on them by the teacher and teaching assistant. They learn essentially through a wide range of practical experiences but their listening and speaking skills are very good and they also discuss their work among each other and with the adults, to good effect. As a result of careful planning, children learn systematically about language and number, and their creativity, knowledge and understanding of the world and other areas of personal development reach above average standards.
3. The results of the 2001 National Curriculum tests for pupils at the end of Year 2 showed that pupils at the school scored well above the national average in reading and above average in writing and mathematics. In comparison to similar schools, pupils scored above average in reading, broadly average in writing and below average in mathematics. Based on teacher assessments in science, pupils' attainment was above the national average. Over the past three years in Year 2, pupils' standards in these subjects have not fluctuated a great deal and have generally remained above the national average for their age group, with no significant difference between the performance of girls and boys. However, the recent inspection findings confirm that standards in the current Year 2 are broadly average in reading, writing and science but above average in mathematics. There are no significant variations in the standards being achieved by girls and boys. The pupils have experienced some disruption to their normal teaching pattern due to staff absence and there are several pupils with learning difficulties, combined factors that can affect pupils' attainment at this period in the school year.
4. The results of the 2001 National Curriculum tests for pupils at the end of Year 6 showed that standards in English and mathematics were well above the national average while standards in science were above those expected for the age of the pupils. When compared to pupils from similar school settings, standards were broadly average in all three subjects. Standards in these core subjects have been mainly above the national average in recent years with boys doing generally better than girls, particularly in mathematics. Pupils' average scores are frequently boosted by significant numbers reaching the higher as well as the basic levels. The current Year 6 has significant numbers of pupils with learning difficulties and although some aspects of their attainment are lower than in previous years, most achieve well, particularly during their junior years. Some disruption to the current pattern of teaching Year 6 literacy also occurred during the autumn term. The results of the inspection indicate that standards in speaking and listening, reading, mathematics and science among the current Year 6 are above the national average, but writing is broadly average. The current Year 5 is a higher attaining class and is likely to reflect the school's return to well above average standards from September 2002. Pupils with special educational needs and the very few for whom English is an additional language, make similar rates of progress to other pupils. The quality of learning experienced by many pupils in the junior years is the result of their own positive attitudes to work and to the effective levels of planning and

teaching across Years 3 to 6.

5. The adoption and practice of the Literacy and Numeracy Strategies have helped most pupils to consolidate and extend many of their basic skills, although this is less so in Years 1 and 2 where, in literacy, the teaching is not so well focused and planned for as in some of the junior classes. Pupils achieve well in their literacy and numeracy lessons when the work set is planned effectively and meets the needs of all pupils, including the higher attainers. Such work ensures pupils build on their basic skills in a systematic and progressive way. In Years 1 and 2, pupils use their listening and speaking skills well and debate with confidence and clarity about their everyday work. By the end of Year 2, most pupils also read a sound range of stories and other texts. Standards in writing are average overall. Stories and other accounts are generally of acceptable length but do not always contain the level of imagination, grammar, spelling and sentence structure anticipated for the age of the pupils. There is also some over reliance on adult help that inhibits the pupils' abilities to write independently.
6. By the end of Year 2, pupils have a good grasp of basic number and show above average ability to work mentally, for example in the recall of number bonds and their number tables. Most know the importance of pattern in number and many show a good understanding of the properties of basic shapes. In science, there has been some lack of emphasis in the past on investigations and, although most pupils can call on factual information to help their learning, they do not always think scientifically or use their previous experience to good effect. Standards in all other subjects are on course to be at least in line with those expected for the age of the pupils, except in art and design where standards are above average. Standards in information and communication technology have improved since the previous inspection and are now in line with age related expectations, thanks mainly to the new impetus given to the subject by the creation of the new computer suite.
7. Pupils in Year 6 make good progress in their speaking and listening skills and reach standards above those expected for their age. Most are extremely confident when sharing their views, speaking out during worship or discussing the outcomes of their class work with friends or to an adult. Pupils' standards in reading are also above average. Most read relatively fluently for their age and can use non-fiction texts well to carry out research. These reading skills are used to good effect across other subjects such as history or when at work on the Internet. Most are able to draw inferences from their reading and to discuss with knowledge and good levels of comprehension, their favourite authors and titles. Standards in writing among the current Year 6 are average overall. Some pupils write well across a wide range of subjects and show a sound grasp of grammar and spelling. However, several are not always comfortable when writing at length, in different styles and for a range of purposes. Pupils try very hard to use words to the best effect when writing stories, but more is required in this respect. Although their work is nearly always presented well, some more able pupils are ready for work of a more challenging nature.
8. In mathematics, pupils in Year 6 have benefited from increased emphasis on mental skills and working orally at greater speed. Most continue to build successfully on the strategies needed to work out number problems in different ways including which mathematical operation to apply in order to reach the right answer. Most are very accurate with addition, subtraction, multiplication and division in a number of contexts. Their use and understanding of mathematical language are mainly above average. Pupils' books also show a good understanding of a range of topics including data handling, shape, fractions and area. Information and communication technology is used well to enrich learning and numeracy is used well across the curriculum, particularly in science.
9. Standards in science in Year 6 are above average, particularly in relation to the pupils' use and understanding of investigative work. Good emphasis is placed on pupils recording facts in their own way and this is mainly successful. However, as in a few other subjects, the challenge given to higher attaining pupils is not always at the right level to extend and deepen their knowledge and understanding. Standards in information and communication technology have risen quite dramatically since the previous inspection and are now above the level expected for the age of the pupils. Pupils use computers with great enthusiasm and many display and retrieve information with ease. Most can readily access various menus and use spreadsheets accurately. Pupils are aware of the power of the Internet and make sensible use of this and other computer data to

- support their learning in other subjects. Many pupils are also beginning to develop more advanced skills in the control and modelling aspects of the subject.
10. Standards in other subjects are mainly on course to be above average by the end of Year 6 as the direct result of some effective teaching combined with the pupils' own enthusiasm for learning. Standards in physical education and music are broadly average but standards in other foundation subjects are generally good for the age of the pupils.
 11. The school sets relatively aspiring annual targets for its Year 6 pupils based on anticipated levels of attainment for each individual or group of pupils. However, the use of test results and other forms of assessment are not used accurately enough to establish clear learning targets for each pupil or groups of pupils and this affects the standards that some ultimately go on to reach. However, most targets are sufficiently challenging to at least maintain standards in the longer term. The school is seeking to ensure it is an inclusive school, that is one catering equally well for pupils of all abilities. In this respect, higher attaining pupils are taught satisfactorily but the school has not yet acquired a whole-school approach to the recognition, teaching and learning of the gifted and most able. Pupils with special educational needs make at least sound progress set against their previous learning and develop skills and understanding in line with their individual educational plans. There are, however, occasions when the desirable level of classroom support is not available. Consequently, teachers have to work very hard to give pupils the support they require to complete all activities. The school does its best to ensure such support is available during English sessions in particular and that the work set is suited to the targets set out in individual educational plans. Discussions among pupils with English as an additional language show they make good progress and achieve well.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good. Their general liking for school begins with those in reception and this persists. Pupils enjoy school, settle quickly and work enthusiastically. They establish very good relationships and support each other well. Many of the older pupils take advantage of the good range of extra-curricular activities that the school has to offer. These are positive findings and are similar to those made at the time of the previous inspection.
13. Pupils are able to learn well because they have good speaking and listening skills that support the fast acquisition of knowledge in lessons that are generally free of interruptions. In a Year 1 history lesson, six-year-old pupils enjoyed the responsibility of handling historical artefacts that led to them reaching their own conclusions about changes in lifestyle that had occurred over time. By the time pupils are eleven, they are confident to undertake independent research. They use books and the Internet as sources of information and apply computer graphics to enhance the presentation of topic work. They can be trusted to use the computer suite at lunchtimes without the direct supervision of an adult, because most have mature attitudes and treat the school and its resources with respect.
14. Behaviour is very good in classrooms and around the school. Most pupils are obedient and behave well, without the need for constant reward. Pupils of all ages are courteous and well mannered. Very few incidents of aggressive or oppressive behaviour have been recorded in the school's log and pupils were seen to play very harmoniously in the school yards. Pupils show very good awareness of the presence of others and what their teachers expect of them by way of good behaviour. There has only been one fixed period exclusion in recent years.
15. There is a close family feel to the school that is fostered through the house system and by the pupils' confident rapport with teachers and other adults who help in school. Relationships continue to be very good. Pupils are particularly sensitive to the needs of others. In a Year 6 lesson on personal, social and health education, where all pupils read aloud, there was immediate hush for the few who had speaking difficulties or lacked confidence. This spontaneous and unanimous support was all the more impressive because it included a tiny minority who had displayed immature behaviour earlier in the lesson. This support of each other, including older pupils for young children, is a vital part of the school ethos.

16. Pupils are keen to take on responsibilities and these are undertaken sensibly. There is a school council that meets usually before school starts and this is an increasingly important way in which the views of pupils are represented. Older pupils seek to involve younger ones by listening and responding to their points of view; for example, they volunteered to make coloured signs to identify house groupings in assembly when it became clear that some of the youngest pupils were unsure about where to sit. Pupils also choose their own charities to support, and are currently raising money for Childline and the Royal Society for the Protection against Cruelty to Animals.
17. Attendance is very good and is well above the national average. There are very few late arrivals and this produces a prompt and efficient start to the day. Several pupils enjoy coming into school before the bell sounds in order to get on with their work. Lessons also begin punctually after breaks.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good throughout the school. In all lessons, teaching is at least satisfactory and frequently better. In almost three-quarters of lessons observed, the quality of teaching was good or better and in nearly one-quarter of these lessons, the quality of teaching and learning was very good. There were no unsatisfactory lessons observed during the inspection. This represents a significant improvement since the previous inspection when almost one fifth of all lessons were judged unsatisfactory.
19. The quality of teaching in the Foundation Stage is good, overall, with a significant number of lessons judged to be very good. This again represents considerable improvement since the previous inspection when the quality of teaching for children under five was judged unsatisfactory. In the Foundation Stage, the teacher has a secure understanding of the social, emotional and educational needs of young children and plans an exciting and highly appropriate range of activities. The teacher and teaching assistant have a pleasant, helpful and encouraging manner with children and give them much praise for their work. This is an important factor in promoting their learning. A suitable range of strategies is used in teaching the children and very effective use is made of the classroom space available. Planning is thorough and the teacher and classroom assistant complement each other very well in ensuring much personal attention is given to the children, including those attending part-time. As a result of these and other adult qualities, children learn well, make good progress overall and very quickly fit into the routines of school life. This gives them a very effective start to their early days in school.
20. There are now some significant strengths in the teaching of infant and junior classes. This enables most pupils to achieve well and to make good progress. Teachers' planning is of good quality. They carefully plan what they want their pupils to learn in each lesson and frequently share this with them. This provides pupils with a clear focus for their allotted activities and has a particularly good impact on their pace of working and ability to learn quickly. Teachers use a good range of activities to consolidate pupils' learning and vary the way in which they teach, using, for example, their whole-class teaching to very good effect in lessons such as mathematics. The best teaching is frequently at the beginning or the end of a lesson and includes activities that all pupils can participate in; for example, using cards to show their answers in mathematics or repeating key phrases in English lessons. Teachers use the correct technical terms and appropriate subject specific language to help develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics, science and information and communication technology (ICT), where very good levels of technical language are used accurately. For example, in a Year 6 ICT lesson, the pupils were able to compile progressive numbers and use the terms 'copy' and 'paste' appropriately and effectively. The activities for pupils are usually well designed and interesting; for example, in a Year 1 history lesson looking at household objects from the past and present, the pupils had the opportunity to consider a range of artefacts as well as complete a written activity. The relevance and variety of such activities keep pupils motivated. They apply good intellectual effort to their work and this helps them to learn well. However, there are occasions when the activities are not well chosen for the ability and aptitude of the pupils and completed tasks do not link closely enough to the

teaching. Where this occurs, it lessens the impact of the teaching and learning, particularly for the higher attaining pupils.

21. Overall, teachers use lesson time, support staff and learning resources well. Most lessons are conducted at a good pace, pupils are expected to work hard and to complete a fair amount of work on time. Pupils respond very well to the expectations of adults, work quickly and complete the work set, usually to a good standard. Expectations are high, both in the quality and quantity of work to be completed and in the manner in which pupils conduct themselves. Throughout the school, pupils are very consistently managed and discipline is very good class to class. Pupils respond well to this and lessons are orderly and conducted in a manner that is conducive to good learning. Teachers know their pupils very well, work hard to engage, challenge and motivate them and this results in effective learning. Except for higher attaining pupils on some occasions, activities are generally well matched to pupils' level of attainment and the level of support provided allows for the majority of pupils to successfully complete tasks. Resources are used well to support learning in the classrooms. The learning support staff are used effectively in the classes where they give support. The class teachers value their input and see them rightly as a very valuable resource.
22. The quality of day to day assessment is satisfactory although the quality and effectiveness of teachers' marking vary considerably. Teachers monitor the pupils' work well in the class giving support and advice as needed. They mark the pupils' work in a supportive manner but the quality of marking is again, inconsistent across the school. Assessment through questioning is used well to gain insights into the pupils' level of understanding and to develop their speaking skills. However, the use made of the everyday assessment of pupils' work could be much stronger. The provision of homework is good overall and is used well as a teaching aid throughout the school.
23. The teaching of literacy is sound overall, but good in several classes. Planning is detailed and follows closely the recommendations in the National Literacy Strategy. Pupils are made aware of what they are to learn and most lessons end with good summaries, giving teachers and pupils time to reflect on what has actually been learned. The teaching of numeracy is generally effective with good emphasis on mental mathematics and problem solving. In the infant classes, teaching is good in science, art and design and music. In the junior classes, teaching is good in all subjects except in English and physical education, where it is satisfactory. Junior teachers in particular have worked hard to improve teaching standards in information and communication technology. Teachers have good knowledge of most of the subjects that they teach and this contributes positively to pupils' good acquisition of skills and knowledge. However, there are some areas of the curriculum where their understanding is less secure. In information and communication technology, for example, there is still some lack of teacher expertise, particularly in the infant years. In some subjects, teachers have identified their own specific areas of development and support is being provided.
24. Throughout the school the teachers have worked hard to improve their teaching since the last inspection. The headteacher and the co-ordinators for literacy, numeracy and ICT have monitored teaching in the school and given supportive and constructive feedback. This has helped the teachers to value their own work and to improve. The support and assistance the teachers give to each other also have a positive impact on the quality of teaching and learning within the school. Staff work well as a team and are supportive and helpful to each other. The quality of the work undertaken by teaching assistants is generally good.
25. Pupils with special educational needs are well catered for and make at least satisfactory progress. Throughout the school, teachers are aware of those pupils with specific and special educational needs and they are given good support in the classroom. Teaching assistants give targeted help in the infant classes. Here work is set specifically for these pupils and they are helped by the assistants and teachers to succeed. In junior classes, the teachers set work that is matched to the pupils' prior attainment and their targets set out in individual educational plans. Pupils are given satisfactory support in additional programmes in literacy. The few pupils with English as an additional language are taught well and have no specific problems in their everyday learning. All pupils are fully included in the life of the school.

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

26. The curriculum is generally broad and balanced and meets statutory requirements. It tends to be wider and richer for junior pupils and prepares them well for secondary education. There has been very good improvement in the curriculum since the previous inspection when there were few schemes of work, the curriculum for the under fives was unsatisfactory and the length of the school day was too short for junior pupils.
27. The planned curriculum for the reception class (the Foundation Stage) is very good. It is securely rooted in all areas of learning planned for this age range and challenges children to meet the early learning goals anticipated for them by the end of their reception year. This is now a strength of the school.
28. The curriculum followed in Years 1 to 6 is firmly based on the government guidelines and the locally agreed syllabus for religious education. All subjects of the National Curriculum are taught for an appropriate amount of time over the school year and this includes good provision for environmental studies, drama and personal and social education. Policies are in place for all subjects and most aspects. There is a 'curriculum map' for all subjects and year groups and this gives staff and governors a good idea of what is to be taught at any one time.
29. There is a good quality outline scheme of work for pupils' personal, social and health education. This is partly the result of the school's determination to provide well for the 'whole child'. The work covers a good range of activities including healthy eating, drug awareness and sex education. The police were observed giving lessons to Year 6 pupils on drug education and this is an important part of the pupils' social and health education programme.
30. There is not yet a policy for teaching cross-curricular skills across the curriculum or for indicating on planning where there are opportunities to reinforce skills in literacy and numeracy. However, this is beginning to be done in information and communication technology. The most experienced teachers in Years 3 to 6 find many natural opportunities to create effective links between subjects and this aids pupils' learning well.
31. The curriculum planned for higher attaining pupils is variable. The school has identified the small number of pupils who are gifted and talented in literacy and numeracy and placed them on a register. However, it has not identified pupils who are gifted and talented in other areas, although the school encourages pupils to celebrate what they can do in school and out. The register does not include the much greater number of pupils who customarily attain the higher levels for their age by the end of Year 6. Pupils' needs are not always well met when they are asked to do work that is identical to less able pupils. This is particularly true in English in Years 1 and 2. Pupils who have talent in music are taught a range of instruments by visiting music teachers.
32. The curriculum for pupils with special educational needs is satisfactory overall. Pupils' individual educational plans are based on the teaching of basic skills by satisfactory structured programmes. There are government initiated support programmes in place for those who need extra tuition in English and mathematics. However, there are fewer teaching assistants than might be expected for the number of pupils with specific difficulties identified on the special educational needs register. On some occasions, teachers need to work very hard to meet pupils' needs in such big classes. The school makes good use of teaching assistants to support activities in literacy and numeracy, although suitable space for withdrawing pupils for additional help, is at a premium. The very few pupils with English as an additional language follow an identical curriculum to others in their classes. Their levels of English present no barrier to their wider learning.
33. The provision for extra-curricular activities is good and enriches pupils' learning across the curriculum. Currently there are clubs for mixed gender basketball and football, computers, dance, and chess. The computer and dance clubs are supported by ex pupils of the school. A good

number of pupils take the opportunity to learn French after school. Some fifty pupils learn to play a range of musical instruments. However, because of staff illness, the school is not currently running clubs such as playground games and board games for younger pupils. The curriculum is suitably enriched by a good number of educational visits and visitors. A particular strength is the provision for outdoor education with large numbers of pupils from Years 4, 5 and 6 engaged in residential visits in a range of environments.

34. The school's links with the community and links with partnership institutions are both good and promote pupils' learning effectively. There are 30 parents and grandparents who support day-to-day life in school, for instance in hearing readers. There are strong links with the local Anglican Church and its vicar, who is also chair of governors, takes a range of assemblies. Local businesses support events in school and sports' teams supply expert coaching. The school building is used by a variety of groups both in school hours and in the holidays. The school has strong links with the local family of schools based on the nearby comprehensive school and takes full advantage of any extension opportunities, for instance to train classroom based teaching assistants.
35. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good. This represents very good improvement since the previous inspection when the school's provision for cultural development in particular was unsatisfactory.
36. The school's provision for pupils' spiritual development is good. The school provides effective opportunities for prayer and reflection in assemblies. These challenge the older pupils in particular to understand the meaning behind the stories, for instance, of Pilgrim's progress. The school has worked hard to provide displays of special artefacts and posters around the school which introduce pupils from a largely white ethnic school to other faiths and beliefs. The oldest pupils showed understanding and empathy with the people of the world when they reflected on the events of the 11th of September. Religious education makes a good contribution to pupils' spiritual development. There are also a few moments in art and music where pupils are led to reflect on their own values and those of others. More learning could reflect the spiritual dimension of learning, including greater reflection on the beauties of the created world.
37. The school's provision for pupils' social and moral development is very good. As a consequence, pupils behave well and are very enthusiastic about their lessons. Pupils are given very good opportunities to work and play together. They play with different age and abilities of pupils at playtimes and lunchtimes when they visit either the upper or the lower playgrounds. The members of the school council have a positive effect on school life. They show a clear concern that the youngest children would not understand where to go in a special assembly when pupils are divided into houses. They organise posters in the lunch hour to address the problem and make really good efforts to involve the youngest children in answering questions. There is a clear code of moral values underpinning life in the school and pupils are genuinely shocked when others carry out thoughtless acts. Drama and circle time (pupils gather in an informal circle to share their thoughts and experiences) are used well to allow pupils to explore social and moral issues and to show, in practical ways, how friendship groups work and how these can be improved for the common good. Pupils have effective opportunities to realise that they can influence others' lives in a positive way by giving to charity. Adults provide very good role models for pupils. Boys and girls try hard to ensure that lessons run smoothly and are naturally helpful and courteous to adults.
38. The school's provision for pupils' cultural development is good. Pupils are given the opportunity to learn French and a good number take advantage of this. They are introduced to a good range of texts in English and have watched a theatre group perform a Shakespearean play. By the time that they reach Year 6, pupils know a great deal about the life style of the Tudors, the Victorians and Britain since 1948 through lessons and educational visits. Many pupils can successfully compare and contrast periods in history and link information together from a variety of sources. Pupils learn about other cultures through their work in geography, especially through their work on people in the Indian village of Chembakoli and through their good use of the Internet to explore what is happening in 'real time' in other places. Pupils' awareness of life in other countries is

better than at the time of the previous inspection. The school has suitable plans to introduce speakers from other faiths to present assemblies. The work on comparative world religions debated in religious education is very good and brings a sense of awareness to pupils about the multicultural basis of society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school is very caring and sensitive to the pastoral needs of all its pupils. It has very good health and safety procedures including arrangements for child protection, which follow locally agreed guidelines. These areas continue to be strengths of the school and show improvement over the previous inspection. Academic support is satisfactory, but the marking of pupils' work is inconsistent and assessment information is not always shared with teachers to ensure that curriculum planning meets the precise needs of all pupils.
40. There is a clear and useful health and safety policy. Regular premises inspections and equipment safety checks are undertaken conscientiously so that risks are minimised. First aid management is well adapted to cover the two sites of the school buildings and there are sufficient trained staff to deal with minor incidents. Appropriate records are kept. A few minor concerns raised during the inspection have been notified to the school. Healthy eating is promoted well and a healthy lifestyle is encouraged through the school's personal social and health education programme and by the opportunities for older pupils to take part in extra curricular sport.
41. The promotion and monitoring of good attendance is very effective. Registers are clearly marked and tallied daily; absence is analysed, the school operates a first day of absence telephone enquiry system and reasons for absence letters are mandatory. If a pupil is absent for a long period the school shows its concern by keeping in regular contact with the family concerned. This is a good example of the care and nurture shown to pupils.
42. The management of pupils' behaviour is very good. Good behaviour is embedded in the ethos of the school and is sustained by the very good relationships between pupils and their teachers. Reminders in the form of a short list of important rules in each classroom and pupils' clear understanding of the rewards and sanctions tariff, are very effective in maintaining a school which is very largely free of bullying or other forms of unacceptable behaviour.
43. Pupils with special educational needs receive satisfactory and sometimes good support for their learning needs. Individual education plans are up-to-date, follow structured programmes and are suitably reviewed at regular intervals. The school makes good efforts to keep teaching assistants' training relevant to the needs of the pupils they are supporting.
44. The monitoring of personal development is good. It arises from the many opportunities to celebrate pupils' successes in school and elsewhere. Effective running records are maintained in teachers' files and pupils' personal folders. The teachers also hold 'exceptionality sheets' on pupils which reflect particularly noteworthy achievements.
45. Procedures for monitoring academic progress are satisfactory. Homework and school work are marked regularly and some indicators for improvement are given in the pupils' books. However this is inconsistent throughout the school and does not always reflect what the pupil must do next to improve. Annual reports on pupils' progress indicate what they are able to do in various subjects. There is, however, insufficient information given on what pupils need to do to improve. The best quality reports include helpful comments on academic development.
46. Procedures for assessing pupils' attainment and progress are satisfactory overall. There are sound procedures for assessing pupils' progress in English and Mathematics. The process begins with assessment of the attainment of children when they enter school. Progress is recorded against the early learning goals and used appropriately to plan for improvement. Assessments made at the end of each key stage conform to statutory requirements. The school carries out additional testing at regular intervals to identify pupils' strengths and weaknesses, particularly in English and Maths. A satisfactory system is in place to analyse the results so that realistic targets for classes are set and regularly reviewed. Some of this information is slow to reach the teachers and targets for future learning are not always set accurately and promptly. Overall, target setting informs planning satisfactorily particularly in mathematics.

47. Assessment in the other subjects is less well developed but is satisfactory overall. In some subjects there are insufficient records maintained of the attainment of pupils as they move through the school to provide information to enable them to plan for smooth progression in learning. This has particular impact in subjects such as history, geography and design and technology. Teachers maintain good records in English and Mathematics of what pupils have understood and the skills they are developing. The school is preparing to extend the tracking of pupils' attainment in science, ICT and design and technology. The system for sampling pupils' work and collecting these samples to help ensure that teachers hold common expectations is a good practice but now needs to be extended. However, it is not in a form where individual pupils progress is easily identified and therefore its use is more limited than need be. The use of assessment data in general is a relative weakness in the school. Teachers do not always use the data to modify their lessons and set targets for individual or groups of pupils, based on previous attainment levels. Assessment data is used satisfactorily to ensure that pupil with special educational needs are identified early and their progress is monitored. Where data exists and the results of assessment on more able pupils have been gathered, staff do not always convert such information into meaningful and challenging work that will extend pupil progress still further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are overwhelmingly positive. An analysis of parents' pre-inspection questionnaires shows a high level of approval with the work of the school and confirms the favourable responses given at the time of the previous inspection. All parents agree that the teaching is good, that they would feel comfortable about approaching the school with questions or a problem, that the school expects their children to work hard and achieve their best, and is helping their children to become mature and responsible. They also firmly believe that the school is well led. Inspectors agree with these positive sentiments.
49. Relatively few parents raised any concerns but a small minority disagreed that they were kept well informed about their children's progress. However, the school provides many opportunities for parents to consult with staff and has an open door policy that reflects the care and concern of the headteacher. The arrangements for formal meetings with parents, the frequency of written communications and the level of consultation which takes place, exceed that normally seen in primary schools. However, comments in pupils' annual reports are too narrow and this is recognised by the school. It is not possible for parents to compare their children's attainment with national standards, except when they receive the results of statutory assessment tests at age seven and eleven, and there is no discrete reporting of religious education. The school has plans to consult parents about improving the format of pupils' annual reports.
50. Parents have a daily opportunity to keep up with their child's work through pupils' personal organisers. Currently these focus on literacy and are especially good at keeping parents involved with the progress that their children make in reading. Parents contribute by hearing children read and adding their own comments in the reading record. Parents of children who are under five and attend only the morning sessions, are given clear written guidance as how best to support their children's ongoing education at home in the afternoons. This is an unusual and very effective idea.
51. Pupils benefit from the involvement of their parents, grandparents, and friends of the school. Approximately thirty adults regularly volunteer to help in school hearing readers and providing general assistance in classrooms, with sports and with school trips. Some parents with specific skills come into school to talk about their jobs or arrange visits to their workplace. Parents raise funds for the school in two ways, by supporting the parents' association, or helping to organise events which benefit the school fund. Either way, valuable funds have been raised recently for books and computer equipment which have contributed to pupils' learning a great deal. A substantial sum has also been reserved for playground improvements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is well led by an experienced headteacher who, together with senior staff and governors, is helping to promote high standards and effective teaching and learning. There is a shared commitment to move the school forward and to provide ultimately the very best quality of education for the pupils. The headteacher ensures that the school has clear educational direction and is well placed to meet its mission statement and aims on a daily basis. The quality of his leadership is rigorous and thorough in this respect. The management of the school is good overall and all staff share a growing sense of vision and teamwork. This represents good improvement since the previous inspection when a lack of policies and procedures, coupled with inadequate forms of monitoring, meant the school had insufficient impetus to grow and develop in the way that was hoped. The leadership and management of the school have safely negotiated the key issues for growth and development that were highlighted at the time of the previous inspection.
53. The headteacher has done much to broaden the base of the school's management structure. Despite the long term absence of the deputy headteacher and some other key absences, the school is moving forward on many fronts including the need to spread the load of responsibilities to more people. The subject co-ordinators now have increasing opportunities to review planning in their various areas and have begun monitoring pupils' standards alongside the quality of teaching and learning. This approach has been relatively successful in core subjects such as literacy and numeracy and is now being spread to all subjects. Most co-ordinators have a sound grasp of the strengths and weaknesses in their subjects and have begun to contribute suggestions for growth and improvement to the annual school development plan. However, some are very new to their posts and have yet to make any significant impact on standards in their subjects.
54. The governing body fulfils its statutory responsibilities very well and is becoming increasingly influential in many areas of school life. It has improved its impact and influence since the previous inspection and is undoubtedly taking a major share in helping to shape the direction taken by the school. Governors are involved very well in matters of finance and strategic planning and act on an informed basis, as the strengths and weaknesses of the school become clearer. Most governors have a sound understanding of their roles and responsibilities and there are good levels of efficiency displayed through the various committees, ensuring that the strengths and interests of individual governors are used effectively. Governors have tangible links with curriculum areas and these are being strengthened further by organised visits when they can see the pupils at work and judge the standards reached for themselves. This work is complemented by the headteacher who ensures there is a regular flow of reliable information between the school and its governing body.
55. School management has undertaken a well organised approach to measuring school performance and this is currently at a sound level. Good structures are now in place to help monitor more rigorously the quality of teaching and learning across the school. This has somewhat lacked rigour in the past but has moved onto a new level of effectiveness by the introduction of more focused observations as part of the school's approach towards performance management. Although there is still room for improvement, there is, in many areas of school life, a greater sense of self-review including an awareness of how a thorough diagnosis of strengths and weaknesses can secure greater improvement and raise the school's future performance.
56. The headteacher, staff and governors have worked hard and effectively to embrace the many initiatives introduced into schools in recent years. The Literacy and Numeracy Strategies have been firmly and successfully implemented and areas such as the development of special educational needs and the promotion of the school as being truly 'inclusive' are debated on a regular basis. The leadership and management of special educational needs are effective and well organised. The special educational needs co-ordinator has worked hard to bring the school's procedures in line with the demands of the new code of practice. Evidence of pupils' progress is clearly organised and retained for future consultation with the special needs agencies. There is effective liaison with the family of schools to produce bids for special educational needs support.
57. Issues relating to the education of the more able pupil and that of the gifted and talented child

have not been debated enough. However, this is a school that takes the views of all interested parties very seriously and good action has been taken to ensure parents and pupils are consulted on a regular basis before far-reaching decisions are taken. The school has a positive wealth of policies and support documentation to ensure its philosophy and approach are well established. The time has come for some rationalisation of these to occur to ensure good ownership in practice.

58. The school development plan constitutes a thorough analysis of the strengths and weaknesses of the school including those areas chosen for improvement. The declared priorities occasionally become blurred set against the sheer number of initiatives planned over a given period. However, the planning of one year's improvement in closer detail is now working well and there are clear objectives for development alongside appropriate time scales and areas of responsibility. The educational priorities thus expressed show tangible links to available finance and resources. The school has good financial procedures in place to help support its many initiatives. This was endorsed by the most recent audit of its financial and other administrative routines. Governors in particular play a significant part in the delegation of the budget and in ensuring that specific grants are targeted appropriately. The governors have a satisfactory grasp of the principles of 'best value' and ensure the school's financial and other resources are used well to develop the education of the pupils. The work associated with the implementation of the new computer suite is a good example of this in action. A credit budget is in operation and expenditure is appropriately linked to all aspects of school life that make demands on it. School finance is also well managed and administered on a daily basis by the headteacher and an experienced secretary, who also provides skilled help in many other aspects of school life.
59. The levels of staffing are satisfactory for the needs of the pupils. Teachers are well deployed and use their particular strengths to good advantage. Teaching assistants are also deployed well, particularly in helping to improve standards of literacy and numeracy in the school. They also help to strengthen and extend the progress made by pupils with special educational needs.
60. The accommodation is clean and well kept but is nevertheless cramped, particularly in the old school building. Although it is satisfactory overall relative to the needs of the pupils and the curriculum, the time is rapidly approaching when decisions have to be made concerning the upgrading of several areas. It is sometimes difficult for pupils with special educational needs to be withdrawn to quiet areas where they can progress at the expected rate. In the newer block, the semi-open plan design leads to some noise disturbance in adjoining classes, but pupils' listening skills are well tuned and this difficulty is largely overcome. Toilet facilities are barely adequate, particularly those in the older building and for Years 5 and 6. The under fives' playground should strictly be self-contained to fulfil curriculum and safety requirements, although the school is working hard to improve this resource in general. The wider school grounds are attractive and used flexibly to extend learning in the curriculum. The new suite for information and communication technology is a very good facility that is already impacting well on pupils' standards and progress. The staff display pupils' work to a very good standard and this reflects well on both pupils' learning as well as the general ethos of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue the improvement in pupils' standards and the quality of education provided by the school, the governors, headteacher and staff should
- (1) Improve the use made of pupil assessments by**
- ensuring all relevant test data is made available to the teachers so that they have a wide evidence base to detect any shortcomings in pupils' learning and experiences
 - ensuring the results of assessment are used in the most effective ways to indicate more precisely the point pupils have reached in their learning and what needs to be done next in order to expand their knowledge, skills and understanding

- using the results of assessment to create more precise targets for individuals or groups of pupils that they and their teacher can readily refer to and use more effectively on a daily basis
- developing the current policy on the marking of pupils' work into a coherent and widely adopted approach that will be followed closely by all teachers. Ensure that the agreed policy is implemented well and gives all pupils greater understanding of what they need to do next in order to improve their work.

(paragraphs 11, 22, 39, 40, 45-47, 78, 85, 94, 100, 105, 118, 136 and 142)

(2) Improve the provision made for the more able, gifted and talented pupils by

- ensuring that the written policy currently in force has been widely accepted and adopted by staff and integrated successfully into their everyday practice
- ensuring that the school's agreed approach to assessment helps to identify as quickly and as accurately as possible, the level and potential of pupils' abilities in a wide range of areas
- developing the planning for more able pupils so that it encompasses activities that will challenge, enrich and extend their learning across the curriculum
- raising both pupil and teacher expectations as to what can be achieved.

(paragraphs 7, 9, 11, 20, 31, 39, 40, 47, 57, 78, 84, 86, 91, 93, 94 and 117)

(3) As well as the above, the school should add to its post-inspection plan, the following area of weakness

- ensure that the written reports given annually to parents about their child's progress include evaluative comments on all statutory subjects and make more reference to the targets needed for greater improvement. *(paragraph 49)*

Note: The current school development plan indicates the school's awareness of these areas of relative weakness and their proposals to improve the situation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	27	16	0	0	0
Percentage	0	23	49	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number, as here, is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	96.1

Unauthorised absence

	%
School data	0.0

National comparative data	93.9
---------------------------	------

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	17	17	19
	Total	32	32	36
Percentage of pupils at NC level 2 or above	School	89 (97)	89 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	18	19	19
	Total	33	36	36
Percentage of pupils at NC level 2 or above	School	92 (94)	100 (97)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	14	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	16	16	17
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	84 (83)	91 (77)	97 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	16	16	17
	Total	27	29	31
Percentage of pupils at NC level 4 or above	School	84 (83)	91 (77)	97 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	30.3
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	4.1
Total aggregate hours worked per week	88

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	0.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-01
	£
Total income	460,631
Total expenditure	462,378
Expenditure per pupil	2,074
Balance brought forward from previous year	22,500
Balance carried forward to next year	20,753

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	0	1	0
My child is making good progress in school.	56	41	0	1	1
Behaviour in the school is good.	51	47	1	0	0
My child gets the right amount of work to do at home.	44	49	4	1	1
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	40	44	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	50	46	4	0	0
The school is well led and managed.	74	25	1	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	63	28	7	0	1

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. The provision for children in the Foundation Stage (reception class) has improved significantly since the previous inspection and is now very good overall. Children achieve well in all areas of their learning. The teaching of reception children is consistently good and frequently very good and continues to have great influence on the standards reached by the children including those coming on a part-time basis. Learning opportunities are exciting and well developed in meaningful ways so that children have a good understanding of their own learning and the part they have to play in its becoming even better. There is a strong and evident sense of teamwork involving the teacher and her teaching assistant. The assistant brings her own experience, enthusiasms and working expertise in order to help enrich children's learning. The accommodation and learning resources are good overall although the school is rightly seeking to improve its outside provision including making it more secure for children's physical and other development.
63. Most children enter the school's Foundation Stage having some experience of pre school provision, usually in a local nursery or playgroup. Many children enter school on a part-time basis, not coming full-time until the term in which they are five. Although this presents staff with some organisational and curricular difficulties, these are overcome by hard work, flexibility and thorough planning. Attainment on entry to the reception class reflects a wide range of ability, but significant numbers of children are above average overall, particularly in their personal development, literacy and communication and knowledge and understanding of the world. The induction of new children is very good with several opportunities given for incoming children and their parents to make visits to the school prior to their entry during the autumn term. The intake is fashioned to take account of the widely different needs of individual children and is supported by careful ongoing assessments of the standards they have reached.
64. The Foundation Stage is very well led by an experienced teacher who has produced clear guidance to fellow professionals and parents as to the practice followed and the underlying philosophy of early years education. Staff have very good knowledge of this phase of children's education and this is reflected in the planning and information and guidance given to parents and the wider school. For example, the parents of part-time children are given a weekly digest of what full-time children will be attempting and invites them to do preparatory work in some of the areas. There are currently very few parents helping out with daily activities in the reception classes, although the partnership is strong and reading at home, for example, draws several parents and grandparents into wider school life. The quality of teaching and learning is good overall, although there are strengths in many aspects of the daily work including the personal development of children and an emphasis on science which develops children's abilities to investigate and find things out for themselves. The attention to the teaching and learning of basic skills underpins the good progress made by many children, including the few with special educational needs. The assessment of children is good. There are no pupils for whom English is an additional language. The Foundation Stage is a highly effective place for learning and the needs of all children are very soundly met, irrespective of their work rate and level of prior attainment.

Personal, social and emotional development

65. This aspect of children's learning permeates most of the activities undertaken in the reception class and is an overall strength of provision. It is well planned for and very well taught, enabling most children to make rapid strides in their personal development. Many of the activities given to children encourage them to ask questions, seek answers and take decisions of their own. Significant numbers of children are on course to attain above the standards expected for their age by the end of their reception year. Expectations are high in respect of relationships and behaviour and even very young children are quick to adjust to classroom routines. The part-time children do equally well despite their younger age. All children behave very well and show good awareness of the needs and presence of others. They take turns sensibly and know, for example, when their

teacher needs to spend time with other children. When asked to choose activities independently, they do so well, leaving adults to work on their focus groups. Trusting relationships with adults is built up from the earliest of days and almost all children show good levels of respect for each other and for school equipment. Teachers give plenty of opportunities for children to work together in pairs or in small groups and this engenders a feeling of friendship and support for each other. Working in the play area which has been transformed into a 'garden shop', children show good levels of maturity when they have to relate and play together. The teacher lays good emphasis on children working towards independence and during play and oral sessions, tries to give all children a sense of well being and confidence to try things for themselves. They co-operate well and friction is relatively rare. When given a choice of activities or approaches, most children choose sensibly and plan in their mind what they are going to do next. They also clear up well and know the school's code of conduct about doing your best. Teachers know the importance of making the children both content and confident and many activities are designed to bring out their individual skills and emerging personalities. Children develop consistently good attitudes to work and these are part of the early work ethic that they take up to the infant classes.

Communication, language and literacy

66. The provision for this area of learning is very good mainly as a result of highly effective teaching that recognises the wealth of possibilities for developing the language levels of young children. The teacher provides a wide range of activities that help to extend the spoken and early written language of children and this impacts well on their learning. Most children achieve well and are on course to exceed the expected standards in language by the end of their reception year. Children show good levels of attentiveness and enjoy the structured approach to reading and writing. Standards of speaking and listening are particularly good. Children listen well to adults explaining what they are to do, the aims of the lesson often being shared and understood. Most children speak with good expression and articulation for their age and are very keen to explain their work to visitors. When working in the 'garden shop' their imaginative play leads them to talk confidently about their ideas and helps them to clarify their thinking. They also listen well to each other and to their teachers, as illustrated by the way they carry out instructions, particularly when working away from the teacher or other adults. Very good emphasis is placed on the development of early reading skills. Teachers provide a wide range of reading material in order that children can increase their word recognition and build up strategies to tackle unfamiliar words. The classroom is awash with words that the children see and practise every day. Children realise that print conveys real meaning and understand that this is not only in books. Their teacher wisely illustrates print as it appears on envelopes, cereal boxes and posters. When children help to compile a display on hot and cold colours, there are words such as 'freezing', 'polar' and 'boiling' to read and use. The teaching and provision for early writing skills are mainly very good and children make rapid progress in this area of language. Children who have learning difficulties are encouraged a little more than others to trace letters over or under the teachers' own script, but this increases their confidence and ultimately their attainment. The teacher provides a range of surfaces and writing implements and children writing independently of the teacher and without aids gradually emerges. The most able children can sequence successfully in words and pictures, stories such as 'Goldilocks' or the 'Gingerbread Man'. Children are surrounded by print and words and learn how to create letters correctly. Most write their names from an early stage and the most able, in particular, make very good efforts when writing independently about their families, pets or favourite activities at home and school.

Mathematical development

67. The teaching of mathematical development is consistently good and children achieve well set against their previous learning. Many are on course to exceed the standards expected for their age by the end of their reception year. The provision made for this area of learning is imaginative and set firmly in the context of other learning and this makes sense to the children. They achieve well, including the very few with learning difficulties. Adults are quick to build on children's early knowledge and pre-school experiences and there are endless opportunities for them to count objects, sort toy animals into sets, seeds on a tray and so on. A lot of emphasis is placed on

very early number recognition and the teacher plays games, such as hiding almost all of a number and leaving the children to guess the appropriate numeral. The reception classroom displays number patterns that ask questions of the children's growing understanding of the properties of numbers. Most children count on accurately from a given number and know that adding increases the size of numbers. Able children are both accurate and quick when doubling numbers up to ten and even 20. Most children have above average understanding of important mathematical language. In a very good lesson taken in the school grounds, the children learned positional language such as 'underneath', 'on top of', and 'next to'. In another very well taught lesson, children were able to place objects into sets using different criteria, a word that they use with confidence themselves. Unaided, they can place six children into two sets on the basis of their hair colour, those wearing black and so on. Almost all children recognise and name accurately basic two-dimensional shapes such as square, oblong and triangle and several talk about basic properties such as number of sides and corners. They reach above average standards when describing the different properties of three-dimensional cylinders and boxes that form squares and oblongs. A strength is the classroom shop in which children compare and contrast numbers, shapes and handle small amounts of money.

Knowledge and understanding of the world

68. The quality of teaching and learning in this area of development is particularly good and children achieve well over time. Most are on course to exceed the standards expected for their age by the end of their time in the reception class. Many of the topics introduced to reception children have a science base to them and this promotes sound knowledge and understanding for many. There is so much available for children to touch, see and smell at first hand that they are spoilt for choice. Such a rich provision in the form of many activities raises good levels of interest and enjoyment. Some of the activities extend children's learning in other areas particularly language and creative development. The teacher uses frequently a science based topic such as 'flowers' as an introduction to learning that can be spread over several weeks. This leads to a full exploration of different forms of seeds, studies involving naming of parts of a flower and growing experiments. Some of these experiences lead children to reflect on creation and are thus high in terms of spiritual content. Language is enriched, for example, as children compare the size of grass seeds to a coconut. As part of their work on hot and cold areas, they make careful studies of animals and the effect of the environment involving pictures and words. In one detailed piece of work on waterproofing, the children tested various forms of material for their waterproof qualities and ended up pasting these as segments onto a colourful umbrella. Children develop very sound technology skills through the careful introduction by adults of various large and more complex constructional equipment. The provision to introduce children to information and communication technology is good overall. The teacher encourages children to use a sound range of software that consolidates and extends learning in a wide range of activities, particularly language and mathematical development. Children are also provided with tape recorders and listening centres. The very few children with learning difficulties are well supported in this and other areas of learning.

Physical development

69. Only a small amount of physical development was seen during the inspection period but the planning indicates that this area of learning is well provided for. The quality of teaching and learning is at least satisfactory and children are on course to attain and in some cases exceed the standards expected for their age by the end of the reception year. There is ample provision made for the development of children's manipulative skills as part of their everyday activities, such as cutting out pictures from magazines, shaping paper flowers and drawing carefully using pencils and crayons. Children handle these implements with appropriate levels of dexterity and, as a result, most reach good standards in their finished work. The provision made for their wider physical development and exercise is good overall. Imaginative use is made of the outside area which includes space for children to run, climb, play on large bikes and clamber through plastic tunnels. Effective teaching allows children to have access to such equipment on a daily basis although there is clearly scope for improving facilities, including a greater range of resources and

a more secure, discrete area in which the children can play in total safety. During the week, children are timetabled into the hall and this is sufficient to extend and develop their physical activities. In one well taught lesson, children showed above average dexterity when handling large balls, using different parts of their bodies to control and propel their ball along a chosen path. Their use of space, general movement and ability to improve their actions following support and reflection, was good overall. Most are able to run, change direction and use space at least appropriate to their age and experience. Their general levels of co-ordination are at the stage anticipated for reception children. Most know the impact of exercise on their bodies and hearts and the importance of warming up and cooling down properly. They dress and undress quickly affording good practice to their social and other skills.

Creative development

70. Children achieve above average standards in this area of learning because the overall provision is good. From observations and discussions, most children are on course to exceed the standards expected for their age by the end of their reception year. The teacher plans for this area very well making the quality of teaching and learning good overall, but frequently very good. Well planned activities encourage good levels of exploration with a wide range of media including clay, play dough, paints of various types and many different forms of paper and card. Children's work with paint is usually good. The teacher and her assistant provide some effective opportunities for children to explore colour and texture, sometimes involving them painting with their hands and even their feet! Children show clear understanding of a range of cold and warm colours and know the basics of colour mixing. Their paintings are generally imaginative and colourful and most are confident when trying out new materials. Some effective flowers were made using tissue and twisted paper and similar techniques were used to create kites that are proudly displayed around the classroom. The teacher also combines successfully creative activities with other areas of learning such as mathematics, as seen when the children made symmetrical snowflake patterns from white paper. All children enjoy their time with imaginative play in the 'garden shop.' One boy was overheard to say on the 'telephone', 'Well, you had better get them in soon or I will go somewhere else!' It is in the field of creative development that the teaching assistant takes a major share of the teaching and she does this with flair and imagination, drawing from the children some excellent language. Creative development figures in the teacher's planning on a daily basis and frequently includes singing, action songs, playing instruments and making flowers and other imprints in wet sand. The reception classroom is bright and attractive as the result of such creative activity and the teacher is anxious to celebrate the success children enjoy in all areas of their learning.

ENGLISH

71. By the end of Year 2, standards are broadly average and most pupils achieve satisfactorily. In Year 6 many pupils attain better standards in speaking and listening and reading than might be expected nationally and they achieve well. However, standards in writing are on course to be currently only broadly average by the end of Years 2 and 6. The apparent drop in performance from the school's usually high standards can be explained. Since September, both classes have had more than one teacher and neither of the current class teachers taught the age groups last year, when standards were higher. In addition, both classes contain significant numbers of pupils with special educational needs. Standards are in line to rise again in 2003, the current Year 5 being a particularly high attaining group. Improvement since the last inspection is generally satisfactory. There are currently no significant differences in the attainment of girls and boys.
72. Throughout the school, standards in speaking and listening are generally good for most pupils. This helps their learning in all lessons. Pupils are quick to pick up the specific vocabulary which teachers use themselves in lessons, and use it with accuracy and as a matter of course. For example, Year 6 pupils confidently and correctly describe the way a river runs from a mountain source to the sea. Teachers plan good opportunities for all pupils, including those with special educational needs, to present their work to the class. In Year 5, higher attaining girls present a

balanced argument to their fellow pupils using the correct language of debate. A higher attaining pupil in Year 2 explains successfully the task that has been set to her fellow classmates.

73. Standards in reading are broadly average in Year 2. Records show that pupils are heard to read individually and more often than in many schools. Pupils handle books with care and show good attitudes to reading. However, all pupils are not taught sufficiently well to read with expression, to make use of a wide range of strategies to work out unfamiliar words or to self-correct their errors. Although pupils have been taught to sound out letters and put them together to make unfamiliar words, they don't always use this or other techniques when reading. The impact of initiatives such as the Literacy Strategy is clear when pupils show familiarity with terms such as author, illustrator and title, but they are not so certain about index, contents and glossary. There has been a good range of information for parents about the Literacy Strategy and how best to support their child's reading. However, there is insufficient quality guidance for those who hear reading in class to address the above issues.
74. Standards in reading are good by Year 6 and this helps pupils' learning in all subjects. Most pupils in discussion, are able to suggest what they need to do to improve their reading and show very positive attitudes to books. Many pupils read fluently and use expression effectively for their age, for instance when reading dialogue. Higher attaining pupils read previously unseen texts without difficulty. All pupils know an unusually wide range of authors and can say why they like their work. They also show good understanding of a wide range of different types of fiction and non-fiction. One of the strengths in reading is the way in which the research skills of pupils have been developed and used to aid their learning in many subjects. Pupils are confident about drawing together information from a variety of sources, including the Internet. Most teachers keep good quality reading records from guided reading sessions so as to be clear what their pupils can do.
75. Standards in writing are average in Year 2. There is clear evidence in pupils' previous work that the essential skills of handwriting and spelling are taught. However, observation of lessons shows that pupils are not taught the vital skills of using 'word cards', or dictionaries or the technique of 'having a go,' so that they gradually become independent writers. For example, pupils are rather too reliant on the adults that support lessons for the majority of their spellings and this slows their learning. Although this support allows pupils to make good use of their vocabulary when they write, it sometimes gives the false impression that standards in independent writing are better than they are in reality. Pupils write in a mixture of styles with the highest attaining children using 'joined up' writing successfully. Many pupils generally use full stops and capital letters, but not always for place names. The higher attaining pupils begin to use speech marks when supported by adults. These features are not so secure on the few occasions when pupils write purely independently. The lack of independence in writing was noted at the time of the previous inspection.
76. Standards in writing are broadly average in Year 6. Most pupils' learning is aided by a sound understanding of their personal targets in writing. The use of paragraphs to help organise their writing is developed securely. Pupils are beginning to use a wider range of punctuation such as exclamation marks and commas as and when these are appropriate, but most do not use more advanced forms of punctuation. Pupils try very hard to use words to create the best effect or to clarify meaning when writing stories, but still need to work on this technique. Spelling is generally correct, but sometimes copying work becomes more casual and leads to inaccuracies. All pupils write in ink, most use joined up writing and the higher attaining pupils produce invariably, attractively presented work. Pupils are given suitable opportunities to present their work using computers. The school has taken good steps to ascertain the present level of competence in Year 6 and to show pupils how they need to improve their work before the national tests. The use of literacy skills across all curriculum subjects is satisfactory overall.
77. Pupils with special educational needs are generally supported appropriately as teachers focus on their learning. Their individual education plans are sufficiently based on teaching basic skills through structured programmes. However, the withdrawal of pupils for additional literacy support sometimes means that they miss other worthwhile activities in the literacy hour. The open plan

accommodation is also not particularly good for pupils with special educational needs, who find it difficult to listen and maintain concentration when working with their teaching assistant. The very few pupils for whom English is an additional language are relatively adept in their use of English and no difficulties arise with their overall learning.

78. The quality of teaching and learning is broadly satisfactory in the infant classes and good in the juniors. This is broadly the same pattern as reported during the previous inspection. In Years 1 and 2, work is sometimes not particularly well matched to the needs of the pupils and consequently, pupils do not learn as well as they should do. For instance, in Year 2, all pupils highlighted words containing ir, er and ur in a poem before the higher attaining pupils went on to write the words in a sentence of their own. Sometimes the extension work given to higher attaining pupils should have been the work given to them at the onset and more difficult work proceed from there. Where teaching in literacy is effective for learning it is generally because it is brisk and well focused. The teacher recognises and praises pupils' achievement; for instance in Year 3, when the teacher commented upon the pupils' use of language and tense when writing a piece on giving instructions. Where teaching is very good, the teacher has high expectations that encourage pupils' self discipline, texts are well chosen and guided reading is well taught. Very good relationships and the acceptance of answers from pupils of all abilities encourage everyone to try hard and extend the boundaries of their own learning. By year 6 most show very good attitudes to English, which augurs well for their future learning in the subject. There is some good practice in the marking of pupils' books, notably in the two co-ordinators' classes, where pupils' targets and lesson objectives are commented upon. This aids pupils' learning well. Sometimes the marking is less helpful and fails to move pupils' on.
79. Leadership and management of the subject are satisfactory overall. The school has been without a permanent co-ordinator for some time and two willing members of staff are currently filling the role. In practical terms, such as improving resources, they have done as much as could be reasonably expected. However, the lack of informed guidance, monitoring of lessons and pupils' books, particularly where teachers have changed age groups, means that some of the newer ideas from the National Literacy Strategy, are not as firmly embedded in day-to-day practice as might be expected. This has an impact on pupils' learning, particularly in Years 1 and 2. The school has taken appropriate action to improve standards in writing, such as putting writing targets into place, but staff illness has largely negated the impact of this initiative and progress has slowed down. Pupils' learning is suitably enriched by extra activities such as book clubs, book weeks and visits from theatre companies to perform Shakespeare. Overall, the subject makes a good contribution to pupils' moral and cultural development.

MATHEMATICS

80. Standards in mathematics are on course to be above average by the end of Years 2 and 6. The previous inspection indicated that pupil attainment in these years was in line with national averages and therefore a significant improvement has occurred since that time. Important factors have been that the National Numeracy Strategy has been very well implemented into the school's own mathematical programme and that good quality teaching has been developed. Pupils make good progress across the school and achieve well. There is currently no significant difference between the attainment of girls and boys.
81. The 2001 national tests in mathematics showed that by the end of Year 2, pupils' attainment was above average when compared to all schools but below average when compared to schools in similar social settings. The proportion of pupils reaching the higher expected levels in mathematics was broadly average. In the 2001 tests set for pupils at the end of Year 6, attainment in mathematics was well above average when compared to all schools. In relation to similar schools the pupils' results were average. The recent inspection confirms above average standards across the school. The position of mathematics is therefore strong overall. Pupils enjoy their lessons and the teaching is good. These and other factors continue to have a positive impact on the attainment and achievement of pupils, including those with special educational needs and the few for whom English is an additional language.

82. Year 2 pupils build well on their early mathematical experiences gained in the reception class, counting to 20 and ordering numbers accurately to 100. They look at patterns in numbers and solve problems well by using number squares. For example in a Year 1 class, the pupils' task was to find missing numbers in an incomplete sequence. The pupils work hard with their tasks and are enthusiastic as they sort numbers and this ensures they learn well. They are confident with number bonds and place value, and most pupils count accurately in 2's, 3's, 5's and 10's from different starting points.
83. Most pupils can identify a range of flat and solid shapes correctly. For example, in a Year 2 class, pupils were able to identify correctly and recall the properties of two- and three-dimensional shapes whilst exploring everyday objects. Pupils identify a range of coins, using them to solve a variety of problems. They have a clear understanding of hour and half-hour. In measuring activities, most pupils use standard and non-standard units with care. They undertake a range of practical activities successfully. In problem solving activities, most pupils identify correctly the necessary operation to find an answer. Pupils with special educational needs achieve well because of the structured support they receive.
84. Throughout their time in Year 6 pupils continue to make good progress in mathematics. The quantity, quality and range of their work are generally good. Pupils have a clear knowledge of how to accurately add, subtract, multiply and divide numbers within a thousand. They use all four number operations to solve problems and many understand negative numbers. Pupils show good understanding of the concepts they are currently studying; for example in a Year 6 class, pupils showed good understanding of fractions and successfully converted these to decimals and percentages. Pupils have been taught a broad curriculum and have a good knowledge of areas of mathematics including knowing how to describe shapes by their properties and how to use accurately a wide range of units of measurement. They understand a good range of mathematical vocabulary and are able to use this well when explaining how they intend to solve a problem. Pupils identify perimeters of shapes and can calculate their areas. They collect data and produce a range of graphs, tables and charts to display their findings. Pupils undertake a range of practical work and are confident with many problem solving activities. They show good application in their work, listen carefully and co-operate well. Pupils' skills in mathematics help support their learning in other subjects particularly design technology, information and communication technology, science and geography. Because they receive good teaching, many pupils make good progress, including several of higher ability, those with special educational needs and the few with English as an additional language. There is, however, insufficient extra provision in general for higher attaining pupils to extend their progress still further, something of which many are capable.
85. The quality of teaching and learning is good across the school. There are also a significant number of lessons in which teaching is very good. The National Numeracy Strategy has been implemented in the school very well and is now having a significant impact on pupils' standards. Teachers have good subject knowledge and prepare their lessons well. They teach all aspects of mathematics and all attainment targets are appropriately covered. Teachers' planning is also good. Whilst marking is satisfactory overall, it is not consistent throughout the school in terms of giving pupils clear guidance as to how their work can be improved still further. However, high expectations, good explanations, very clear planning and the sharing of lesson objectives, all ensure that pupils are involved in challenging and worthwhile tasks. Teachers make good use of questioning to challenge pupils' thinking and homework is used well to extend pupils' learning. Pupils are very well managed across the school and this is reflected in their very good attitudes and behaviour during lessons. A relative weakness is the use made of assessments in the subject to establish clear targets for pupils' future learning. Some good practice exists, but the use made of national and school based assessments could be stronger and more effective as a tool for learning.
86. Mathematics is well led by the co-ordinator and some monitoring of lessons and samples of pupils' work has occurred. This is in need of extending still further so good practice can be disseminated across the school. The provision for the higher attaining pupils could also be

usefully developed further. Resources for mathematics are generally good and, together with the support offered by the teaching assistants, are well used by teachers on an everyday basis. The use of information and communication technology is satisfactory, overall, and in a few year groups it is good. The subject continues to be a curriculum strength of the school.

SCIENCE

87. Standards in science have improved since the previous inspection particularly in the junior years where considerable emphasis has been placed on scientific investigations. This has helped to support the knowledge and understanding of science topics which traditionally has always been a relative strength of pupils' work. Standards in science are now on course to be above average by the end of Year 6 and almost all pupils achieve well. The work in the infant years has also improved but less so, because rather too much emphasis is still placed on 'worksheet science' giving insufficient opportunities for pupils to be involved in practical work. Standards in Year 2 are nevertheless at the levels currently expected for the age of the pupils. During the inspection week, some good practical work was observed, which suggests that standards in the infant years are set to rise. Pupils in Years 1 and 2 currently achieve satisfactorily in relation to their previous learning. There are no significant differences between the attainment of girls and boys. Pupils with special educational needs and those for whom English is an additional language make the same rate of progress as their peers.
88. The range of work completed in Years 1 and 2 is slightly more limited than it ought to be. Some of this may be due to the emphasis on class discussions rather than work to be completed in books. Nevertheless, some topics are not covered in the depth needed to extend pupils' knowledge and understanding. For example, little appears to have been recorded during the topic work on plants and growth, and the work completed in Year 2 on materials lacked firm conclusions drawn up by the pupils themselves. However, classroom displays on science are good and this was also reflected in topic books and samples illustrating why certain materials are preferred to others.
89. The work actually observed during the inspection period was altogether more convincing. Year 1 pupils were well underway with a major topic on light sources and the good teaching ensured the work was very practical and also recorded well. Pupils recognised several light sources and could compare and contrast light from the sun with that from a torch with a weakened battery supply. Although their use of 'light vocabulary' was somewhat limited, most pupils developed a good enquiry approach, thinking carefully of all the factors involved and recording their results in a meaningful way. Using a darkened box, they were able to list various light sources in order of effectiveness. The work currently undertaken in Year 2 also showed some improvement in terms of pupils' self-organisation and scientific enquiry. Working in small groups, and aided by the presence of some additional adults, pupils reached above average standards in their quest to discover how toy cars were affected by force and friction when travelling down ramps of differing incline. Their knowledge was extended in small, definable steps and accurate conclusions were reached.
90. Science knowledge and understanding in Years 3, 4, 5 and 6 are more secure because of the good balance achieved between theory, knowledge and practical investigations. Despite this, pupils are still not encouraged to predict enough and use their previous experience to good advantage. This is however a minor weakness compared to the standards reached overall. The consistently good teaching leads pupils to think scientifically, to observe carefully and to record things as they are. The emphasis in pupils' exercise books is usually on their own recordings and annotated diagrams, with accurate conclusions based on experiments, followed by paired or group discussions. This approach is helping to sustain good levels of progress throughout the year.
91. In Year 3, pupils completed some advanced work for their age on the creation of shadows. Most were able to say how shadows are created and, in a darkened room, experimented well with torches to create shadows of small towers using building blocks. Higher attaining pupils were

served particularly well with extended work that involved mathematics and moving both the tower and the source of light. Results were tabulated in an interesting and individualistic way.

92. In Year 4 the pupils' work on electricity encouraged good use of technical language. Pupils were able to define an insulator and conductor and clearly knew how and where these were used. In a very practical setting, pupils tested the properties of different materials, particularly metals, to discover which allowed battery current to flow through. By the end of the lesson, they knew the limited scope of their work and felt it was unwise to conclude that 'all metals are good conductors of electricity'.
93. Pupils in Years 5 and 6 reach above average standards in much of their work although there is scope for some improvement in the work attempted by the more able pupils. The range of work covered is thorough and reflects the importance of investigations. Some very good work was completed on forces and friction with clear progress noted in exercise books as pupils extended their knowledge and understanding in the topic. Some quite advanced work was also undertaken in electricity with pupils drawing good diagrams of parallel circuits. The most recent work undertaken by Year 6 pupils underlines not only their growing knowledge of a particular topic, but also how to think and work scientifically, drawing on as wide a range of evidence as possible. Pupils make accurate conclusions when studying reversible and irreversible changes. They experiment with solutions of washing soda, bicarbonate of soda, vinegar and water and use their previous knowledge of solutions, dissolving and evaporation to understand any changes to substances that have occurred. Their use of scientific language is good.
94. The quality of teaching and learning is currently good in both the infant and junior years. There is good emphasis on the pupils acquiring and using basic skills and using their previous knowledge to extend learning. The teachers' own subject knowledge and understanding are good and this gives them the confidence to move away from worksheets and involve pupils in practical investigations. The expectations of staff in the junior years is particularly good in this respect. Teachers across the school plan science well including the planned response for pupils of different abilities. Occasionally, the activities planned for the more able pupils are too easy and their finished work reflects this. Some teachers do not extend their levels of questioning to embrace higher attaining pupils and this too is an area of teaching and learning that could improve. The pupils are very keen on science and work together particularly well when asked to do so. Some of the more able pupils challenge each others' reasoning and conclusions; this is good. The safe, positive management of the pupils is a strength of all science lessons, together with the good use of carefully selected resources that increases pupils' interest, concentration and independence. Homework is used satisfactorily and some interesting work is set for pupils to check out at home, for example on the use of insulators in electricity. Although the planning of assessments in science is satisfactory, there is little evidence of the results being used well to move pupils on. The marking of science work is also biased towards whether the pupil has got it either right or wrong, rather than on what they should do next to improve their scientific approach. Teachers encourage good standards of recording. Information and communication technology is used satisfactorily to extend learning, particularly in the upper junior years.
95. The subject is led satisfactorily by an enthusiastic co-ordinator who, despite taking on her responsibility for science in only recent times, has quickly worked out strengths and weaknesses in terms of provision and resources. She has organised a sound programme for the further development of the subject across the school. Insufficient time has been allocated thus far to the monitoring of teaching and learning in some year groups. Resources are adequate for the current needs of the pupils.

ART AND DESIGN

96. Standards in art and design are above those expected nationally in Years 2 and 6, particularly in drawing and painting. The previous inspection indicated that pupils' attainment at the end of both key stages was in line with national expectations. Standards have therefore shown significant improvement since the previous inspection. Pupils make good progress across the school and

most achieve well, including any with special educational needs and English as an additional language. There are no differences between the attainment of girls and boys.

97. In Year 2 pupils investigate and use a variety of materials to communicate their ideas and meanings. They use paint and other media to produce pictures and designs to a good standard. They produce pictures based on patterns in buildings after looking at the work of Piet Mondrian. Their completed work showed them to be capable of mixing colour to produce pictures that created a feel of the subject. There was good precision in detail as well as the ability to use the work of others to influence their own efforts.
98. Year 6 pupils extend their ability to produce detailed drawings and paintings. They are able to use colour and shape well to depict mood and emotion, in work linked to music. Pupils have studied the style of famous artists such as Monet, Van Gogh, Cezanne and Renoir and have reproduced pictures that mirror the styles they have investigated. They also have a sound knowledge of artwork from different cultures, for example Indian art, and have studied some aspects of art and design from past eras; for example, they were successful in using Egyptian art to support their work in other subjects. Pupils have also learnt how to revise and improve their work to realise their intentions. Pupils need more experience of working in other materials for example textiles or of larger three dimensional work. Their work in these aspects is, however, of a satisfactory standard.
99. The quality of teaching and learning is good across the school. Pupils are well managed and are given good opportunities to engage in a wide range of practical activities. Teachers use effectively a variety of ways of teaching their pupils, including showing them the work of established artists, demonstrating techniques and giving them individual support. This variety enables the pupils to learn well. Teachers have high expectations of their pupils and use effective critical evaluation of their work as a means of improving their skills. Pupils are well motivated and the majority clearly enjoy art. They concentrate well on their work and try hard to do their best. This enables them to take advantage of the evaluations given by the teachers and to achieve well. A class of Year 4 pupils for example, drew on knowledge of Van Gogh when producing silk paintings of flowers. The pupils focused carefully on looking at composition to produce their pictures. These positive attitudes, very good behaviour and well-planned teaching structures lead pupils of all abilities to achieve well and attain good standards.
100. Art and design is well led by an experienced co-ordinator and this has helped to ensure that pupils attain good standards. However, assessment is informal, lacks an agreed format and therefore needs strengthening. Art promotes pupils' personal development well providing opportunities to explore values and interpret and express ideas. Resources are good. The work of pupils is neatly presented and celebrated well in displays around the school.

DESIGN AND TECHNOLOGY

101. It was not possible to observe a large number of design and technology lessons during the course of the inspection and so judgements are based on careful observation of work already completed and evidence from the one lesson actually observed. Staff and pupils were also interviewed.
102. Year 2 pupils are on course to attain standards that are appropriate for their age. Pupils in Year 6 attain standards that are good overall. Pupils make satisfactory progress including those with special educational needs and any for whom English is an additional language. Standards among girls and boys are broadly similar. This represents at least sound improvement since the last inspection when the standards among Year 6 pupils as a whole, were reported to be below national expectations.
103. Year 2 pupils successfully clarify their ideas for making a product through class and group discussions. Pupils work with a wide range of materials including card, construction kits and recycled materials. They systematically develop their skills of making and handling. Pupils explore the suitability of materials for playground equipment looking at simple structures and their

properties. They work hard to develop their joining skills using items such as sticky tape, glue or stapling. The pupils are able to talk about their work and explain why they chose the materials they have. They evaluate their work satisfactorily and discuss ways of usefully improving their designs and models.

104. Year 6 pupils develop further their designing, measuring, manipulating and cutting skills. In their work on containers, cogs, pulleys and pneumatics, pupils explore a number of different techniques and the potential use of appropriate materials and equipment. They can draw comparisons between small and large-scale productions, identify what works well and what could be improved. Pupils record their work in a variety of charts, tables, lists and graphs. ICT is used well to support design and technology.
105. The quality of teaching and learning in the one observed lesson was good. It was not possible to make a secure judgement on teaching in the junior years. However, all teachers are conscious of safety aspects of the subject and ensure that pupils are not put at risk. Teachers' planning suggests that expectations are high and this is reflected in the setting of challenging but realistic goals relating to pupils' work. The planned activities throughout the school support pupils' progress including those with special educational needs. Organised assessments in the subject are at an early stage and are not yet instrumental in setting targets for the future attainment of the pupils.
106. The pupils interviewed about their work displayed positive attitudes about the subject. They clearly enjoyed talking about their work and described well the processes they addressed and used in their lessons. The subject is led satisfactorily. There is a sound scheme of work in place based on the Qualification and Curriculum Authority's curriculum guidelines. All required aspects of work are covered. The co-ordinator has a clear knowledge of strengths and weaknesses in the subject and what needs to be done to raise its profile in the future.

GEOGRAPHY

107. Year 2 pupils are on course to achieve the standards expected for their age by the end of the year and most achieve satisfactorily. Year 6 pupils attain higher standards than might be expected for their age with boys and girls achieving equally well. Pupils with special educational needs and those for whom English is an additional language are supported satisfactorily in Years 1 and 2 and well in Years 3 to 6. The subject has improved significantly since the previous inspection.
108. Pupils in Year 2 are clear about the locations they visited on a day trip and where they stayed on their holidays. Good use is made of homework to allow parents to help them compile this information. Pupils know, for example, whether the weather was very hot, hot, windy or wet in the places they visited and can record such information appropriately. Most are beginning to appreciate that an island is surrounded by water and some have stayed on a range of holiday islands.
109. Discussions with pupils in Year 6 show they can explain clearly and confidently how a river moves from the mountain to the sea. They describe correctly how the water cycle operates. They use the correct vocabulary to describe sequences of events. Pupils use their computer skills well to support their learning. One higher attaining pupil described how she had created a fact file on the river Nile by visiting the Internet and pasting pictures into the text. She did this on her own initiative for homework. In another lesson seen, pupils had visited the Internet and found the day's weather forecast for the Nile area. This built on earlier information they had gathered about weather forecasting. Pupils wrote sensitively about events on September the 11th when they were studying events in newspapers.
110. The quality of teaching and learning is satisfactory for the younger pupils and good in the junior classes. Teachers of older pupils make very good use of pupils' literacy skills to aid their learning, giving frequent opportunities for them to interrogate information from a variety of sources and to make their own notes. Work is generally well matched to the learning needs of pupils. Teachers

and other adults use their time well to support the learning of lower achieving pupils and those with special educational needs. In a very good lesson seen in Year 4, pupils' numeracy skills were used successfully when they plotted co-ordinates on the map of Kanjikolly village. Endings of lessons are used very effectively to support pupils' learning. In Year 6, pupils present the results of their research to the class and the teacher moves learning forward well by involving other pupils in giving complementary or alternative facts and reasons. In Year 4, the teacher gave an impressive summary which involved pupils remembering a story they had read, practical map reading skills in the locality around the school and recall of watching a video about Chembakoli. As a result, pupils are raring to learn about their next unit of work about markets.

111. Although the lesson seen in Year 2 had some strengths, the teacher did not build satisfactorily on the good quality information that the pupils brought from home. A clearer unit of work on islands would enable pupils to understand the topic better, as would a simpler map. The work was also too similar to earlier work developed on a day trip and did not develop pupils' geographical skills particularly effectively.
112. The leadership and management of geography are satisfactory. The co-ordinator is relatively new to the post and has yet to carry out the usual monitoring activities. Formal assessments are not carried out on a regular basis and teachers do not always develop their use of assessment to the best advantage. Resources have improved since the last inspection and all classrooms have maps and globes to support learning. There is now a secure scheme of work to support pupils' learning. The subject makes good cross-curricular links to science and pupils particularly enjoy their unit of work on the 'Earth Keepers'. This and other aspects make a good contribution to pupils' moral and cultural development.

HISTORY

113. Standards are in line with what might be expected by the end of Year 2 and pupils achieve satisfactorily including any with learning difficulties and those for whom English is an additional language. However, by Year 6, pupils attain above what might be expected for their age and all boys and girls achieve equally well. Overall, standards have been maintained and other aspects of the subject have improved since the previous inspection.
114. Discussion with pupils in Year 2 and observation of their written work show that they have a secure knowledge and understanding of the reasons why The Great Fire of London started, how it spread and what action was taken to prevent it happening again. They know that Samuel Pepys is famous for recording such events in his diary.
115. Discussion with pupils in Year 6 and observation of their written work shows that they know a great deal about the life style of the Tudors, the Victorians and Britain since 1948. Pupils can successfully compare and contrast periods in history and link information together from a variety of sources. Their knowledge and awareness of chronology appear to be sound. Boys and girls talk enthusiastically about periods in history using terms such as 'first hand evidence' and with reference to key dates. They use their good computer skills to write job adverts for a new king describing his desirable qualities, compose their own timelines and present thoughtful pictures and facts about Henry the Eighth and his wives. They show very good levels of initiative in following up their research in their own time, for example on the computer as part of homework.
116. The quality of teaching and learning ranges from very good to satisfactory. It is satisfactory overall for the younger pupils, but at least good among junior pupils. Their good speaking and listening skills enable them to listen well to the teacher and to ask intelligent questions about the topic they are studying. This aids their learning well. Teachers also help history come alive through the use of a very good range of artefacts, visits and visitors. This enables the younger pupils to grasp securely the differences between lifestyles of people in the past and the present. Pupils have developed very good attitudes to history and, by the time that they are in Year 6, buzz with enthusiasm about what they have studied and learned. In the most effective lessons, teachers develop pupils' reference skills well and give good opportunities for them to practise their

note taking. This approach also consolidates the pupils' learning in English.

117. In a very good lesson seen in Year 4, the teacher prepared a variety of reference materials ranging from easy to hard and used her time well to support the lower achieving pupils and those with special educational needs. In this lesson the teacher encouraged pupils not only to use her materials, but also to draw on information they had remembered from a visit by a theatre group and also visits which they had made to historic houses. This prepares them well for learning in Year 6. Where teaching is broadly satisfactory, activities are too easy, for instance when Year 2 pupils are asked to reassemble eight pieces to make a fireman. This kind of activity, sometimes given to higher attaining pupils, fails to move some pupils on fast enough.
118. Leadership and management are good and have a clear impact on pupils' learning. The co-ordinator monitors work in pupils' books to track progress. A portfolio of work shows that the subject makes a good contribution to the development of pupils' skills in observational drawing. There is now a secure scheme of work to guide pupils' learning and this represents an improvement since the previous inspection. Resources have improved and allow pupils to see at first hand what they are learning about. Assessment is used effectively to record pupils who are better than average in understanding the topic, although the actual use made of such assessment could be strengthened. The subject makes a good contribution to pupils' cultural and moral development.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils are attaining standards in information and communication technology (ICT) which are meeting national expectations in Years 1 and 2, but many are on course to attain standards that are above those expected nationally by the end of Year 6. The previous inspection indicated that pupil attainment at the end of both key stages was in line with national expectations. Standards have shown a significant improvement since then and ICT is rapidly becoming a strength of the school curriculum. Pupils throughout the school make satisfactory to good progress both in their lessons and over time and achieve well overall. There are no significant differences between the attainment of girls and boys and pupils with special educational needs and the few with English as an additional language make the same progress as the great majority of their peers. The curriculum for ICT is prepared and developed well, particularly in the junior years, where the quality of teaching and learning is also at its best. There are no issues relating to equal opportunities.
120. The school has recently opened a dedicated computer suite which all pupils can access. This room is particularly well equipped and the timetable is sensibly organised so that each class receives regular teaching in ICT and older pupils can access the equipment as part of their self-study programmes.
121. Pupils in Year 2 have a satisfactory understanding of some of the features of word processing. For example they are able to write a simple text, change the size and colour of the font, draw pictures print out their work or save it to work on in another lesson. Pupils in Year 1 were able to make appropriate choices from menus and icons, use the mouse effectively and enter and store information to at least a satisfactory level. Pupils in Year 2 were given good explanations and encouraged to work independently on the work that was carefully matched to their level of expertise. Pupils successfully entered and corrected their individual text, used the space bar correctly and used shift key and backspace keys appropriately.
122. By the end of Year 6, pupils are able to copy formulae onto spreadsheets, create tables of results and understand that a change in one cell affects another. In Year 6, pupils were successful in completing spreadsheets based on tables of area and perimeter. Pupils work on experimenting with different font sizes, styles and colours. They use word processing facilities and are able to

save their work. Pupils are able to create a variety of text formats to suit the purpose of their writing. For example writing up facts about Henry VIII and his six wives and presenting information in a variety of forms.

123. Pupils respond very well when they work in the ICT suite. They work collaboratively on their activities and try hard to complete the set tasks. Many of the pupils have computers at home and show real interest in the subject, often choosing to complete their work as homework based on their own home computers. They have very good attitudes to work, respond well to challenges and persevere well. They work responsibly in pairs, sometimes in three's and in small groups. They all show good levels of care when using expensive equipment. They also use good levels of technical vocabulary and are very willing to discuss what they are doing and show the results of their work.
124. The quality of teaching and learning is good in the junior years and satisfactory in Years 1 and 2. In a few lessons, teaching is very good, particularly where teachers have good subject knowledge, prepare their lessons well and show confidence in what they are doing. Most teachers' planning is good with clear lesson objectives and planned activities that are shared well with the pupils. Teachers have high expectations regarding standards of work and behaviour and pupils are challenged by good, thoughtful questioning and by appropriate tasks. Pupils are well managed across the school and this is reflected in the very good attitudes and behaviour they express. The arrangements for pupil assessment are satisfactory although the approach is rather fragmented and there is little evidence of the results of assessment being used in a focused way to help establish new learning targets.
125. ICT has been well led by the co-ordinator and continues to be so. The policy and programmes followed give a good idea of the growing strength of the subject in the school. The use of ICT is well promoted as a good tool for learning in other subjects but the take up of software in some subjects could be strengthened and encouraged further. Resources for ICT are very good although there are some teething difficulties with the new suite, particularly in relation to the need for a good ventilation system that will make staff and pupils more comfortable when working as a whole class.

MUSIC

126. Pupils' standards in music have been maintained at broadly average levels since the previous inspection. The subject is represented in the wider curriculum to the anticipated level and all the statutory elements are taught and learned. All staff take their own lessons and the school is currently doing well to increase the range of ideas and techniques available to the non-specialist teacher. Learning in the subject is enriched by almost 50 pupils being taught to play musical instruments such as key board, violin, brass and guitar by visiting specialists. Many pupils are at an early stage of paid tuition. There is no significant difference between the attainment of girls and boys in the subject and pupils with learning difficulties and the very few with English as an additional language, enjoy similar rates of progress to the rest of the pupils in class. Pupils are largely achieving well in the subject relative to their previous learning.
127. Music was observed being taught in all years except among pupils in Years 1 and 6. In Year 2, the music co-ordinator helps pupils to reach mainly above average standards in relation to playing percussion instruments with an awareness of pulse and rhythm. Pupils learn appropriate musical vocabulary for their age and show they understand beat by singing out the names of their friends with the correct phrasing. They also do well when giving solo performances on percussion while the rest of the class clap in unison. Their listening skills are broadly at the level anticipated for their age.
128. In Year 3, pupils develop their listening and appraising skills to a satisfactory level. They respond appropriately, for example, to 'The Carnival of the Animals' and are able to create a 'sound picture' of the movements and other characteristics of various animals depicted in the pieces they listen to. In Year 4, pupils' work in performance and listening and appraising music also reached

broadly average standards. Using parts of the pentatonic scale, pupils performed satisfactorily on chime bars to accompany songs such as 'Land of the silver birch'. They listened well to pre-recorded music and were able to sing tunefully, keeping a steady beat whilst singing in unison.

129. In Years 5 and 6, much of the planned music is based on pre-recorded programmes or units of work designed to help the non-specialist music teacher. In a good lesson where the teacher used this resource in a flexible way, pupils in Year 5 showed they possessed a satisfactory sense of rhythm and tempo. They understand terms such as diminuendo and crescendo and, when listening to music such as 'The Sorcerer's Apprentice,' show good listening skills with some able to comment accurately on the impact of the piece in relation to tempo and musical dynamics. Pupils' singing is generally tuneful.
130. The quality of teaching and learning is broadly satisfactory, as reported in the last inspection although teachers appear to be more confident within themselves when teaching music and most display satisfactory and occasionally good subject knowledge. Some still feel that being unable to play a musical instrument themselves represents something of a handicap, but no evidence of the impact of this on learning was observed. There is good emphasis on the teaching and learning of basic skills, particularly in Year 2 and evidence suggests that the subject is adequately planned for with again, the best examples seen in the infant years. In one good lesson seen in Year 5, the teacher relied on a pre-recorded tape to give her and the pupils the basis of good learning, but then went on to use the resource well herself, stopping and starting the tape.
131. The use made of resources and teaching assistants is satisfactory and sometimes good as, for example, when teachers produce a lesson with high practical content. Pupils across the school show a high regard for music, are good listeners and join in with evident enthusiasm. The input of visiting staff is good. Up to 4 staff teach various instruments to almost 50 pupils in total and the standard of their specialist work is clearly very good. This aspect of the music curriculum is well organised and is a good example of the efficient use of time and expertise. Parents rightly appreciate the school making the necessary arrangements.
132. The subject is adequately led by an experienced co-ordinator whose strength of contribution is more in the planned provision for music rather than every day support and monitoring of standards. The procedures for assessing and recording pupils' attainment are barely adequate and fail to acknowledge the progress pupils make, except where musical tuition occurs. The results of assessment are therefore not used appropriately by staff to reflect on pupils' progress and to adjust teaching and learning accordingly. Resources are adequate for the needs of the pupils and the teaching of all musical elements, with good provision for listening and appraising.

PHYSICAL EDUCATION

133. Pupils' standards are at the level anticipated for the age of the pupils as they draw near to the end of Years 2 and 6. All elements of the statutory curriculum are taught and there is good emphasis on outdoor education, including its potential impact on the social development of the pupils. Most pupils achieve satisfactorily across the subject and there is no difference between the attainment levels of girls and boys. Over time, all pupils get equal rights to a balanced and broad programme of learning which includes games, swimming, gymnastics, dance and outdoor education. Pupils with special educational needs and those for whom English is an additional language are well provided for. Some of these pupils do particularly well in the subject. The subject has maintained satisfactory improvement since the previous inspection.
134. Apart from swimming (which is well provided for at other times of the school year), a good range of activities was available for observation during the inspection period. In Year 2, pupils reached average standards in their attempts to sequence jumps, rolls and balances. The teacher placed sound emphasis on technique and the pupils applied themselves well learning to deliver their balances and jumps at different heights and to improve their work through discussion and observation of other pupils. The sheer range of movement created overall was impressive. In Year 3, pupils reached sound levels in their imaginative dance, travelling at different heights and in

various directions. They copied adequately and imaginatively the motions of a large creature emerging at birth and created sequences showing 'sharp claws' and other features of a potential monster. Standards in this lesson could have been higher but the response of a few pupils was immature. In a more convincing lesson, Year 3 pupils showed sound appreciation of basketball skills including the ability to use hand/eye co-ordination while passing and receiving a ball.

135. In Year 5, pupils successfully linked expressive form of dance to the work undertaken in history and performed forms of 'madrigals', responding successfully to pre-recorded music and imitating what they had detected in pictures and on film. In Year 6, pupils learned how to develop skills through a programme of self-challenge. Using their own compiled recording sheets, they measured how high or the distance they could jump from a standing start and various other skills such as throwing a large ball from a sitting position and how many times they could step on and off a small obstacle in a given period. These activities were eagerly looked forward to and helped raise self-esteem and a healthy sense of competitiveness culminating in 'Wilfrid's Wonders.' During a combined Year 5/6 lesson taken outdoors, pupils reached average standards in their basketball and hockey skills. As a result of the teachers' emphasis on improving technique, pupils developed good awareness of creating and using space and how to pass a ball in the air or accurately on the ground to a team member.
136. The quality of teaching and learning in all the elements seen is satisfactory, overall. There are emerging strengths in the teaching and learning of dance, an area that some teachers have struggled with previously. There is a good programme of activities to be followed which give teachers plenty of scope and useful ideas as to how best organise the pupils' learning in a given area. The management of the pupils is satisfactory although some of the pace of learning loses its edge when teachers have to remind pupils about their behaviour and response. However, these distractions are relatively rare. Teaching is safe and all staff and pupils dress appropriately for activities with good, regular emphasis on correctly warming up and cooling down. Pupils enjoy the subject at all levels and make good efforts in terms of their physical and creative participation. Pupils with special educational needs achieve similar standards to their peers. There is no whole-school approach to the assessment of pupils' standards.

137. The subject is well provided for within the total curriculum. All elements are taught over a period of time and there is strong emphasis throughout on the teaching and learning of skills. The programmes of study are further strengthened by the introduction of residential periods undertaken by Years 4, 5 and 6, when pupils embark on climbing, orienteering and challenging activities in new environments. The standards in physical education reached by some pupils are also supported well by competitive sport such as basketball and football, which are played with other schools. The subject is basically well led by an experienced co-ordinator who has done some monitoring of standards but, given the opportunity, needs to increase the effectiveness and frequency of this aspect of the work.

RELIGIOUS EDUCATION

138. Pupils' standards have risen since the previous inspection, particularly in the junior years where pupils in Year 6 now reach above local expectations. St Wilfrid's is a Church school and the moral values within the school and the mission statement surrounding pupils' learning, reflect the hope that the subject could become important in the individual lives of the pupils. It is well planned using a combination of nationally recognised units of work combined with outlines suggested in the Nottingham Agreed Syllabus. Pupils make sound to good progress across the school including any with special educational needs and those for whom English is an additional language. There is no difference between the broad levels achieved by girls and boys.
139. Pupils' standards and progress over time benefit from topics that are revisited enabling pupils to increase their levels of knowledge and understanding. This is seen in topics such as the portrayal of the local church which is visited by both younger and older pupils. By the time Year 6 visited St Wilfrid's Church, their finished work reflects a clearer understanding and appreciation of the various artefacts and routines surrounding God's people at worship. There is good emphasis on the Christian faith throughout the school with pupils having increasing time to reflect on beliefs and practices of the followers of Christ. In Year 2, good emphasis is laid on celebration of Christian festivals including Advent and the pupils show satisfactory knowledge and recall of some of the stories Jesus told and why. Although the works of the Old Testament are relatively understudied, Year 2 pupils show good understanding of the story of Joseph and Year 5 pupils study the history of the Bible and retain sound knowledge of some of the prophets and characters such as Noah, Daniel and Jonah.
140. There is good emphasis on the artefacts, signs and symbols of both Christianity and several other religions. Year 3 pupils write and draw well when learning about the significance of flags, the dove of peace, the sign of the fish and the lamb. Like other year groups, there are strong and effective links with personal and social education, with pupils combining religious knowledge to acts of friendship, sacrifice and thoughtfulness. Such themes are also acted out or developed during acts of worship and this complements pupils' work in religious education.
141. In Year 4, the good teaching by the co-ordinator leads to very detailed topics covering the events of Palm Sunday and the importance of Easter in general to the Christian faith. Throughout the school there is also very good emphasis on the beliefs of religions other than Christianity. During their time in the school, all pupils can expect to learn about aspects of at least Islam, Judaism and Sikhism. The knowledge retained by older pupils is generally good and reflects above average understanding. Pupils as young as those in Year 1, learn about Judaism and make quite in-depth studies of the Festival of Hanukkah, while those in Years 4 and 5 study the world of Islam and the similarities between acts of worship practised by Hindus and Christians. Such studies celebrate the right of people to worship in different ways and lead to a wider appreciation of both spirituality and greater awareness of multicultural education. Pupils in Year 6 for example, were able to talk about the significance of the Qu'ran to Muslims as well as that of the Communion Cup to Christians.
142. The quality of teaching and learning is sound in the infant years and good in Years 3 to 6 as pupils become more capable of discussion and spiritual reflection. Teachers have good subject knowledge and understanding, particularly in the junior years. They do well when generating

discussion and good levels of interest and enthusiasm from the pupils. The pupils are fully aware that theirs is a church school and there is an expectation that religious education is of considerable significance to the whole school community. Acts of worship are well led and support and extend the topics learned during lessons. Lessons are planned effectively and a good range of activities are devised to consolidate learning and to build up banks of information in exercise books. Sometimes homework is given and, in the examples observed, this was effective in promoting learning. Although some assessments are carried through at the end of units of work, there is little evidence of the results being used effectively to set new targets for learning. The teachers use the subject well across the curriculum, particularly stressing its links with personal and social development. Although much of the work seen was quite teacher directed, there are some but as yet insufficient opportunities for pupils to research topics for themselves, particularly the higher attaining pupils. Although present to a degree, the use of information and communication technology has not played a significant part in the teaching and learning of religious education in the past and this could be improved.

143. The subject is well led by an experienced and committed co-ordinator who monitors planning and reflects on standards of teaching and learning in topics whenever she is able. The planned range of topics is well thought through and the subject as a whole reflects the school's values and mission statement. It is well placed and used as a means of extending the personal development of the pupils, particularly the spiritual element. The range of resources is adequate and those for studies of other religions are good.