

INSPECTION REPORT

BISHOP WILSON CE PRIMARY SCHOOL

Location: Chelmsley Wood

LEA area: Birmingham

Unique reference number: 104105

Headteacher: Mrs M T Orson

Reporting inspector: M J Weaver
9352

Dates of inspection: 7 – 10 October 2002

Inspection number: 246352

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Pike Drive Chelmsley Wood Birmingham
Postcode:	B37 7US
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Andrew Beach
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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9352	M J Weaver	Registered inspector	Educational inclusion	Characteristics of the school The school's results and pupils' achievements Teaching and learning Leadership and management What the school should do to improve further
19365	Mr G Stockley	Lay inspector		Pupils' welfare, health and safety Partnership with parents and the community
31975	Mrs K Andrews	Team inspector	Geography History Provision for pupils with special educational needs	The speech and language Resource Base
20003	Mrs S Metcalfe	Team inspector	The Foundation Stage Information and communication technology	
23026	Mrs M Mullan	Team inspector	English English as an additional language	Quality and range of learning opportunities Pupils' spiritual, moral, social and cultural development
	Mrs T Quick	Team inspector	Mathematics Music	
2911	Mr E Steed	Team inspector	Science Art and design Design and technology	Pupils' attitudes, values and personal development
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Wilson CE Primary School is situated in the Solihull suburb of Chelmsley Wood, which is deemed as an area of severe deprivation. The school is bigger than other primary schools having 386 pupils on roll in full-time education: 206 boys and 180 girls. A further 25 boys and 15 girls are in the nursery part time. There are 108 pupils on the register of special educational needs of which 13 pupils have statements of special educational need covering a variety of needs including speech and language. This number of pupils is above the national average. The school provides a resource base for its own pupils with special educational needs and for 12 others identified by the local education authority. The number of pupils eligible for free school meals is 124, which is well above the national average. Thirty-three pupils also joined the school later than the normal starting time and 19 left before the end of Year 6. This is higher than found nationally. There are no travellers, pupils with English as an additional language or families seeking refugee status. Pupils enter the school with levels of attainment that are well below that found nationally, with children particularly in need of social and emotional support.

HOW GOOD THE SCHOOL IS

This is a very effective school that fulfils its aims very well. Strengths in the education provided include the work of the nursery and reception classes, the ‘nurture group’ and good teaching that enables pupils to achieve well, particularly those with special educational needs. The leadership and management of the school are good and good educational direction is given by the headteacher. She is supported well by senior staff, teachers and other adults working in the school. The school has been identified as a Beacon school of good practice for its work in special educational needs and information and communication technology. As a result of the good teaching and learning, the school gives good value for money.

What the school does well

- Teaching throughout the school is good and pupils make good progress in their learning. Pupils with special educational needs make very good progress as a result of very effective planning, very good teaching and the support given to them.
- Pupils’ attitudes to school and learning are good and the quality of behaviour throughout the school is also good, resulting in freedom from oppressive behaviour.
- Pupils’ personal development and relationships are good and pupils show respect to one another and to adults and visitors.
- The contribution made to pupils’ learning by the community and links with other educational institutions are very good.
- Provision for pupils’ spiritual, moral and social developments are very good and their cultural development is good.
- The headteacher provides the school with clear educational direction.
- Standards in music and physical education are above the national average for 11-year-olds.

What could be improved

- More challenge for higher-attaining pupils, particularly in English and mathematics
- The balance of the curriculum and role of senior managers and subject co-ordinators in the planning, monitoring and evaluation of the curriculum and teaching needs developing further
- The level of attendance and the number of pupils taking holidays in term
- Statutory reporting to parents

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 1998. Since then the school has successfully fulfilled two of the key issues from the last inspection and made satisfactory progress in the third in developing the role of governors in monitoring the work of the school. The quality of teaching has improved, resulting in standards that pupils achieve by ages seven and eleven broadly matching the national expectation. The quality of education in the Foundation Stage has been sustained since the last inspection. The special educational needs resource base did not exist at the last inspection but the work carried out in the base is of high quality. The planning of the curriculum is not as effective as previously and, whilst broad, is not fully balanced. The school sustains its commitment to enabling its pupils to achieve high standards of education and is successful in enabling all pupils to make good progress over time. Despite the high turnover of teachers over the last two years, the school shows very good capacity to build on its strengths and improve further.

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	C	D	E	D
mathematics	C	C	D	C
science	B	C	E	D

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

The table above shows that in the national tests in 2001 standards had dropped in all core subjects. This was partially due to a higher than average number of pupils with special educational needs together with a much higher than average number of pupils not being in school for the expected duration. When compared to similar schools, standards were below average in English and science but in line in mathematics. Data shows that over the last five years the school has made improvements in line with the national trend.

The most recent unpublished results in 2002, however, indicate that standards have improved in all three subjects with English being slightly below the expectation for pupils age 11, but in line in science and mathematics. When compared to similar schools, based on the free school meals factor, indications are that standards are in line in mathematics but above average in English and science. Overall, this represents good quality education and very good progress of all pupils since their initial entry to the school.

Inspection findings show that Year 6 pupils are achieving standards that are in line with national expectation since the last inspection in all subjects except in music which is above average in infants and juniors and physical education which is above average in juniors. This represents a substantial improvement in English and science. Despite the increased demands in information and communication technology, standards in the school have kept pace with the national expectation. The standards being achieved in the Foundation Stage remain a strength of the school. The school has set

realistic targets in English and mathematics for 2003, specifically to include more challenge for higher-attaining pupils.

In the tests and tasks taken in Year 2 in 2001, standards in reading, writing and mathematics were in line with the national average. When compared to similar schools they were above in reading and mathematics but well above in writing. The more recent results from 2002 indicate that reading and writing are broadly in line with national expectation but that mathematics is above. When compared to similar schools, reading and mathematics are well above average and that writing is above.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous in their dealings with one another and with visitors.
Personal development and relationships	Good. Pupils relate well to one another and generally treat one another with respect. Some opportunities are missed, however, for developing pupils' independence in learning and finding out information.
Attendance	Unsatisfactory. The level of attendance is below the national average although the number of absences is falling.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 seen throughout the school is good, enabling pupils to make good progress in their learning. Higher attaining pupils make sound progress but could achieve more. Pupils with special educational needs benefit highly from the good quality teaching and make very good progress overall. This reflects an improvement in teaching since the last inspection in infant and junior classes. Teaching for children in the nursery and reception classes continues to be of high quality. Literacy and numeracy are used well across the school to reinforce pupils' use of English and mathematics. More challenge is needed however, for more able pupils. Only two lessons were unsatisfactory due to weaker subject knowledge and organisation in history. Strengths in teaching otherwise include teachers' knowledge, their teaching of basic skills, effective teaching methods, the quality and use of everyday assessment of pupils' learning and management of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum offered is broad but needs more attention to ensure a balanced approach is given across all classes and that time is used effectively. Very good support is given by the community.
Provision for pupils with special educational needs	Very good. All staff are aware of the needs of individual pupils, and teaching and organisation to support these pupils are effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Effective planning is evident for pupils' spiritual, moral and social development. Planning and provision is good in developing pupils' cultural awareness. The school is very effective in ensuring that all pupils are fully included.
How well the school cares for its pupils	Provision is good overall. Very good procedures are in place for child protection. The school has recently improved its system for tracking and monitoring pupils' learning and it is now good.

Partnership with parents is satisfactory. Parents value the school highly and, although there is no parent teacher association, readily support the social and fund-raising events planned by the school. Whilst some parents support for their children's work at home, many find it difficult.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational leadership and is supported effectively by the hard-working staff. The role of curriculum management is not fully effective and monitoring by subject co-ordinators requires further development to ensure higher standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and take their role seriously. They are involved in developing the school improvement plan but do not yet have sufficient plans in place for monitoring the value for money provided by the school. There are some omissions in the governors' annual report and school brochure.
The school's evaluation of its performance	Good. The school is in the process of implementing a more effective system of self-evaluation to include improvements in monitoring.
The strategic use of resources	Very good. Grants are very well used, and effective planning enables pupils with special educational needs to make very good progress. The school pursues 'principles of best value' of provision effectively.

There is a good number of teachers and support staff to support the pupils in school. The accommodation is good with particular strengths in the outdoor areas. There are satisfactory resources for pupils to use in their learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Good teaching• The way the school is led and managed• Their children are helped to become mature and responsible citizens• Their children enjoy going to school• They feel comfortable in taking concerns or suggestions to the school	<ul style="list-style-type: none">• The level of homework expected to be done

Inspectors agree with the positive comments about the school. The meeting for parents, although poorly attended, identified that parents feel particularly pleased with the way the school cares for individual pupils. Inspection findings show that the homework provided is satisfactory and appropriate to all pupils across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment that are well below the national expectation and needing sustained support in their social and emotional development in the foundation stage. They make good progress as a result of the good teaching, support and care given to them.
2. By the time they enter Year 1, they attain standards that are below the standards expected nationally with only a small number able to undertake National Curriculum work. The majority are well on target however to reach the Early Learning Goals in personal, social and emotional development, knowledge and understanding of the world, and physical and creative development. Although most children are reaching standards below those expected for their age, a few are likely to achieve the nationally expected levels in speaking and listening and mathematics.
3. The results attained by seven-year-olds in national tests and tasks in 2001 were in line with the national average at the expected Level 2 in reading, writing and mathematics but below in science. The proportion of pupils reaching the higher Level 3, however, was above average in each of these subjects. Overall, pupils made good progress in their learning considering their level of attainment on entry. Compared to similar schools, pupils' attainment was above average in reading and mathematics and well above in writing. Taking all three subjects together, the trend was at a higher level than the national picture. More recent results from national tests in 2002 indicate that standards are similar to 2001, except for science where pupils' attainment has since reached the national expectation. There is no significant difference in attainment between boys and girls.
4. The results attained by 11-year-olds in the national tests at 2001 at the expected Level 4 were average in English and mathematics and well below in science. Higher-attaining pupils, however, fared worse, with the proportion that achieved the higher Level 5 being well below national average in English and mathematics and below in science. When compared with similar schools, pupils' attainment was in line in English and mathematics but well below in science. At the higher Level 5, pupils under-performed in all three subjects being below average in science and well below in English and mathematics. This was due to a number of factors: the high number of pupils with special educational needs, the fact that 62 per cent of pupils sitting tests in Year 6 had not been present for the expected duration in school, the high turnover of teachers and insufficient challenge for higher-attainers adversely affected the results. Despite this downturn when results were substantially lower in all three subjects in 2001, the school trend has remained broadly in line with the national trend over the last five years.
5. More recent test results, as yet unvalidated, indicate that pupils' attainment at the nationally expected level in English was close to the national average, below in mathematics but well above in science. When compared to similar schools, early indications show that pupils attained above average in English and science and were in line in mathematics, whilst at the higher Level 5 pupils attained similar levels, although in mathematics were slightly below.
6. Overall, this picture indicates an improvement over 2001 results and demonstrates good progress in learning based on their prior attainment in the infants, where a large proportion of

pupils attained at the lower Level 2C, and very good progress when set against attainment on entry. No significant difference was evident in the attainment of boys and girls or pupils from minority ethnic origin. Inspection findings indicate that standards reached by boys and girls are slightly below the expected level in English in Years 2 and 6, but this represents a substantial improvement over national test results at the end of year 6 in 2001.

7. Many pupils enter Year 1 with levels of speech that are still limited. Throughout the school, however, they are taught to listen carefully, enabling pupils to make good progress in listening. Speaking skills are improving but remain a weaker aspect of pupils' language development and some pupils have not yet become confident in expressing themselves clearly.
8. In reading, pupils make good progress in following planned programmes that are matched to their needs. The greater majority of pupils acquire a satisfactory level of competency for their age, including reading the tasks they are to do. In writing, infant pupils are generally able to plan and construct a simple story and write for different purposes and beginning to use basic procedures correctly to give shape to their different types of writing. As they move through the school good progress continues to be made overall. By Year 6 many are able to produce work in a variety of different styles and for different purposes. Insufficient opportunities are provided, particularly for higher-attaining pupils, for extended writing activities. Handwriting and general presentation of work is satisfactory, but spelling accuracy remains a target for improvement.
9. The use of literacy and numeracy is taught effectively across the curriculum to strengthen pupils' use of language and mathematical skills. Infant and junior pupils use computers regularly in direct teaching lessons in the computer room, but further development is required to improve the use of information and communication technology in classrooms to support other subjects.
10. Standards are average in Year 2 in mathematics but slightly below in Year 6. By the age of seven, pupils have an increasing knowledge of number bonds, with the majority of pupils developing good understanding of working with multiples of ten. They know the names of a range of two-dimensional shapes and many pupils understand three-dimensional shapes. By the age of 11, most pupils have a good understanding of multiplication tables. The majority of pupils are developing an understanding of fractions. Most pupils have a good understanding of percentages and are encouraged to explain mathematical processes related to problem-solving activities.
11. Standards in science are in line with national expectation. Year 2 pupils demonstrate sound observational skills and use the idea of similarity and difference effectively. They are aware of how forces affect everyday life, and understand the difference between permanent and irreversible changes. Pupils in Year 6 build well on prior learning, where inspection findings indicate that standards in Year 6 are average. This represents a substantial improvement in standards over 2001 test results, due to the influence brought by the new science co-ordinator who has a firm determination to raise standards and has devised improved assessment procedures in tracking pupils' performance.
12. Standards in information and communication technology are in line with the national expectation. Younger pupils are able log on, find and load programs on the computer, work upon that program, save their work and log off, leaving the computer ready for the next user. They use a mouse to move the cursor round the screen, use different parts of programs and many are beginning to use the keyboard efficiently. Older pupils use computer programs to produce graphs and charts linked to numeracy and sensor and control programs for science.

As they move through the school, pupils build up a good skills base across a wide range of information and communication technology equipment.

13. Art and design has improved since the last inspection due to the influence brought by the deputy headteacher and subject co-ordinators who are both skilled in the subject. Infant pupils use colour matching by mixing but tend to focus more on learning about the artefact rather than on paint it as an observed object. Junior pupils are beginning to understand how nature scenery may be shown in a variety of ways. Older pupils study the works of famous painters and consider the symbolism of their work. They use satisfactory pencil techniques to make observational recordings of artefacts, with some evidence of above average drawing by a few pupils in Year 6, particularly when considering perspective.
14. In design and technology by the end of Year 2, pupils are able to develop sketches to show plan views. Their skills in cutting, placing and fixing are sound. They use evaluation sheets effectively to record information they have gained. This work is built upon effectively and by Year 6 pupils demonstrate their ability to work with plan, front and side elevation views and draw up a 'cutting list' of materials and tools. Pupils have clear understanding that jointing methods vary and can identify their suitability for an intended purpose.
15. Pupils make good progress in geography and history and attain standards in line with national expectation. They draw and describe maps to show features of an area and use a simple key to identify them. In Year 6, they make detailed comparison of their own homes with those of people of Africa. Pupils use appropriate geographical vocabulary and show a developing knowledge of a differing habitats. In history, pupils have a sound grasp of chronology. In their learning about Egyptians and Romans they developed an empathy with the hardships of being a slave. They gain a satisfactory knowledge of the Tudor period and of important people at that time.
16. Standards of attainment in music have improved since the last inspection, and are now above national expectations at the end of Years 2 and 6. Musical skills are well developed and singing is of a high standard. Junior pupils build well on prior learning inspired by exciting teaching. They explore rhythmic patterns with understanding, describe percussive sounds and are capable of planning and composing a cyclic pattern. Year 6 pupils use these skills effectively, including writing their own evaluation on their performance, difficulties and achievements.
17. Attainment in physical education is in line in with national expectation in infant classes but above in juniors. Overall, pupils make good progress in the skills learned. They develop ball-handling skills satisfactorily, particularly in basketball and football, and over 90 per cent of pupils competently achieve the expected 25 metres in swimming by the time they leave school.
18. From the scrutiny of pupils' work, test results and talking to pupils, it is evident that higher-attaining pupils are not sufficiently challenged to achieve their full potential. The school is aware of this and is addressing the provision for these pupils, setting realistic targets in English and mathematics for 2003 to include more challenge for higher-attaining pupils. The school has identified pupils that are gifted and talented, providing work that enables them to make sound progress with their learning now being tracked and monitored.
19. Pupils with special educational needs, however, make very good progress overall. This is a result of the effective teaching and support in classrooms and in withdrawal sessions. Pupils' progress is carefully monitored to ensure that the work they receive is appropriate and well matched to targets in their individual education plans. Results in national tests and scrutiny

of pupils' work show that they achieve results similar to the rest of the pupils, both in national tests and in their work across the curriculum. All areas of special needs provision are effective in raising the standards of achievement of pupils in school, despite the fact that many pupils start from a very low baseline. External agencies linked to the school report that the school is effective at moving pupils down the list proving the effectiveness of the special educational needs provision.

Pupils' attitudes, values and personal development

20. Pupils' attitudes, values and personal development are generally good throughout the school; they feature amongst the strengths of the pastoral side of school life that makes a good contribution to pupils' willingness to learn. The caring nature of the school and the strong Christian ethos supports pupils' spiritual development effectively.
21. Pupils like their school and willingly give their reasons for enjoying being there. They arrive in good spirits and the majority of younger pupils are happy to leave their parents to play with their friends. Staff play an important part in forming these early morning attitudes as they greet pupils and make them welcome. This is particularly evident in the care and provision made for nursery and reception children. Pupils' enthusiasm for school is confirmed by the views of their parents, expressed both at the meeting with inspectors and in questionnaires.
22. The ethos of the school, coupled with orderly routines and the agreed, sensible school rules, creates a sense of security that is strengthened by the friendliness of all adults who work in the school. These factors result in an atmosphere in which most pupils are ready to learn. They settle quickly when lessons begin and respond readily to the good teaching and try hard to succeed. However, as at the time of the last inspection, a small number of pupils in each year group misbehave on occasions, causing lessons to slow and disturbing their classmates from learning as quickly and effectively as they might.
23. Pupils with special educational needs are well motivated. In most classes pupils have good attitudes to learning, they are well supported and enabled to complete work properly. A number of pupils have been identified as having behaviour and emotional difficulties. In the main they try very hard, behave well and are generally enthusiastic about their tasks. They know the adults value their efforts and as a result pupils are proud of their achievements. Teachers' expectations for pupils with special educational needs are high and pupils respond to this very well.
24. Behaviour is good overall in every aspect of school life. Displays remain in pristine condition and no evidence was seen or reported of any vandalism to the school or to personal property. Boys and girls and pupils of minority ethnic origin play and mix harmoniously with no racist or sexist behaviour, indicating their awareness of right from wrong. The buddy system works effectively in younger pupils having access to older pupils should they require help; this reinforces their social development. There is a clear expectation that pupils will look after one another and be courteous in their response to adults and to visitors. These expectations are fulfilled well and all adults in the school present good role models for pupils to follow. Pupils offer their thanks for small kindnesses, are polite to visitors and readily open doors to allow them to go first.
25. When required, pupils of all ages are co-operative and work collaboratively. Year 3 pupils worked successfully in small groups to test the absorbency of a range of materials. Year 5 pupils worked in groups of four to construct a fair test to check heart rates, and Year 6 pupils collaboratively investigated how best to construct joints in a design and technology session.

Pupils were praised in the last report for their attitudes towards classmates who behaved inappropriately; this remains the case. Pupils are seldom unkind, they know that bullying in all forms is wrong and they respect one another. There were only two fixed-term exclusions during the last year.

26. Infants' and juniors' personal development is satisfactory. Pupils enjoy taking on responsibilities in the classrooms, willingly dispensing and retrieving resources. They enjoy routine and responsibility. Older pupils who have regular duties understand the need to arrive on time and to carry out duties conscientiously. Members of the recently re-introduced school council understand that they represent their classmates in the decisions they make. However, there are insufficient opportunities for pupils to develop their independent learning skills or to act on their own initiative and this is consistent with the findings of the last report, and requires improvement. Despite the fact that teachers offer appropriate praise and encouragement, a minority of pupils have low self-esteem. The school is aware of this and of the effect it has in the lives of individuals: plans are in hand to focus attention in a sustained effort to raise self-esteem for all pupils as an integral element of the school's inclusive policy.
27. Attendance is well below the national average for primary schools and this is unsatisfactory. However, the school is working closely with the education welfare officer and the number of pupils absent is reducing each year. The school is also trying to reduce the amount of lateness by working closely with the families involved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

28. The quality of teaching is good throughout the school with much very good teaching seen in all phases. Teaching was satisfactory or better in 98 per cent of lessons. This is an improvement since the last inspection although the number of good or better lessons at 71 per cent is lower. Only two lessons were unsatisfactory due to weaknesses in the teachers' subject knowledge and class management. The number of unsatisfactory lessons has also reduced. Teachers in the Foundation Stage have very good knowledge and understanding, they teach basic skills very effectively, have high expectations and use ongoing assessment fully. The effective teaching methods, management of pupils and use of time and support staff are good. In infant and junior classes, teachers' knowledge and understanding, their teaching of basic skills, effectiveness of teaching methods, management of pupils and quality and use of ongoing assessment are good. Teachers' use of time and support staff, their expectations and planning are satisfactory. Intentions for what pupils are to learn are communicated to all pupils and, more often than not, are also written on the class board. In some lessons, teachers reviewed the learning intentions with pupils at the end of the lesson to determine whether the aims had been met.
29. The quality of teaching in English in infant and junior classes is consistently good. The use of literacy across the curriculum reinforces the teaching in English well. Insufficient expectation is evident, though, in that pupils' oral responses in properly constructed sentences rather than one-word answers is not a consistent focus for improvement. Teachers focus on teaching pupils to form their letters correctly from an early age and there is general consistency in style. Classes vary as to the amount of time and effort spent on practising this skill, as do expectations of quality in the work accepted, although pupils do not all receive the same range of writing opportunities.
30. The teaching of mathematics is good overall. The most effective teachers know their pupils well and match work to the needs of the pupils. As a result, pupils are challenged and interested in their work. The use of numeracy across the curriculum is good and reinforces pupils' awareness of mathematics when used in other subjects such as science. More

effective joint monitoring and planning, however, could strengthen consistency and raise standards in some year groups, particularly for higher-attaining pupils.

31. Information and communication technology is taught effectively in classes in the computer room, enabling pupils to have practical hands-on experience across a range of subjects. They have some opportunity to use information and communication technology equipment in classrooms but this aspect is not so well planned by individual teachers and pupils are not sufficiently encouraged to undertake personal research in connection with the topics they are studying.
32. Teachers' use of day-to-day assessment of what pupils know, understand and can do is good. This is applied very well in the Foundation Stage and effectively in infant and junior classes. Some teachers make good use of support staff during the introductory and final plenary sessions for making informal notes of the difficulties in pupils' understanding or self-discipline. This supports teachers well but is inconsistent across the school. Short-term lesson plans are good as a result of teachers in parallel class planning together, and clearly identify a matching of work to pupils' abilities. Further challenge is required, however, for all higher-attaining pupils in all classes. Satisfactory homework is set for pupils in many subjects. Regular homework consists of daily reading, number work and spellings and occasionally completing work that is not finished in class. The marking of pupils' work is satisfactory but, in a few cases, uses words that some pupils can neither read nor understand.
33. Teachers are good role models and manage classroom behaviour effectively, forming good relationships with pupils. They often use a range of appropriate strategies in dealing with the occasional challenging behaviour of a few pupils.
34. The teaching of pupils with special educational needs is very good in lessons, withdrawal sessions and the 'nurture group'. This is because the special educational needs co-ordinator and nursery group teacher regularly consult with each other and with other teachers in the school. They take full account of all teachers' planning and incorporate it into their own to ensure that pupils with special educational needs are fully aware of and understand the learning objectives and key vocabulary of lessons. Teachers make very good use of support staff who are fully briefed and whose work is purposeful, supporting pupils' learning well. Occasionally, their skills are underused when they sit and watch teachers teach. The very good quality support that teachers and other staff give to pupils with special educational needs is a strong feature.

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

35. The curriculum provided for children in the Foundation Stage is good and takes appropriate account of the early learning goals for children of that age. These are well promoted in the nursery and reception classes. The curriculum for pupils in the main school is satisfactory and this is a broadly similar finding to the previous inspection.
36. All subjects of the National Curriculum are appropriately taught. The school also provides for religious education and acts of collective worship. A significant proportion of time is devoted to the teaching of English and mathematics and the literacy and numeracy strategies have been efficiently introduced. These initiatives are mostly successful in helping pupils to achieve well. Sufficient time is allocated to the teaching of science and information and communication technology, and suitable provision is made for the teaching of design and technology, geography, history, music and physical education. The earlier shortcomings in the development of art, identified in the last inspection, have now been rectified.

37. Although all subjects are generally adequately covered and the curriculum is sufficiently broad, there are nevertheless inequalities in the amount of time designated to some subjects. This leads to a lack of balance. Weaknesses in the arrangements for monitoring have led to a clearly identifiable unevenness in provision across classes and year groups. Overall, there is little supervision of what is actually taught in lessons. In addition, a significant amount of teaching time is lost, due mainly to slippage of time at the beginning and end of lessons and the inappropriately planned use of snack time after break. Coupled with this is the need to ensure that curriculum time is used effectively. Additionally, the long intervals which occur between the teaching of history and geography mean that continuity and progression in the systematic development of pupils' skills is difficult to maintain.
38. In all curriculum areas, the range of topics and activities provided is satisfactory and generally provides for worthwhile learning experiences. There are, however, too few opportunities presently planned for pupils to show initiative and to be more independent in their learning. Pupils' literacy and numeracy skills are suitably promoted throughout the school day. There are strengths in the quality of writing seen in history and geography, where an absence of worksheets provides pupils with good opportunities to express their ideas. In science, good attention is paid to acquiring technical vocabulary that extends both pupils' literacy, thinking and skills.
39. Emphasis is placed upon all pupils having equal access to the curriculum, which the school achieves satisfactorily. Whole-school planning enables pupils, withdrawn for special educational needs support, to tackle work that is in keeping with the remainder of the class. Additionally, teachers ensure that pupils do not regularly miss lessons at the same time each week, but are supported on a 'rolling programme'. The support given to special educational needs pupils is very good and fully enables them to make very good progress in their learning. Teachers plan to set appropriate work for higher-attaining pupils, but this is not always successful and some pupils are insufficiently challenged.
40. There are efficient co-ordinators for all subjects. Suitable policies and relevant schemes of work for all areas are in place. Planning is generally appropriate and provides a solid structure for ensuring that pupils make good progress. Teachers are practically involved in target setting and shaping the direction of pupils' work. There is a useful homework policy and pupils take reading and mathematics work home regularly. By the time they are 11, pupils are effectively prepared to move to secondary school.
41. Provision for pupils with special educational needs is very good and often excellent. This is because the school effectively promotes full inclusion and because all staff work together closely to ensure that all pupils have equal access to a full curriculum. There are sometimes difficulties where for example, pupils are withdrawn for specific language work, but care is taken to ensure that pupils do not miss the same lessons every week. Withdrawal is seen as essential for these pupils in order to help them to access the full curriculum, as they start from a very low baseline. Targets in individual education plans are drawn up by special educational needs staff in conjunction with class teachers. Targets are broken down into detailed and informative small steps and provide very good quality working documents that fully support pupils' learning.
42. Links with outside agencies are very good and the school has used these links for the benefit of pupils with special educational needs. External agencies speak highly of the school's efforts to get the best provision possible for its pupils. In particular, the school has established very good links with a neighbouring school which caters for pupils with severe learning difficulties. Pupils are integrated weekly at the special school for a range of

activities including cooking and art. Pupils from both schools benefit greatly from this good inclusion.

43. Following an audit held during the spring term, the school decided that a new scheme of work was required to cover citizenship. This has now been implemented. The combined personal, social and health education and citizenship scheme is of good quality and aids pupils' progress in all areas as they move through the school. Clear links are made with the behaviour and anti-bullying policies and with the procedures for pupils' spiritual, moral, social and cultural development. Well-presented displays promote healthy eating, anti-bullying and the benefits of good social behaviour.
44. The governors have appropriately met their responsibilities to oversee the provision of sex education. They have also suitably addressed the development of drug awareness and draw upon the school nurse and police respectively to support these teaching programmes.
45. Pupils' learning is enriched by the good range of educational visits provided, including that to Hartlebury Hall. The school also receives a wide range of visitors who visit regularly and provide a further dimension to learning. Provision for extra-curricular activities is also good. Pupils have several opportunities to enjoy activities both at lunchtime and after school. These include chess and various musical and sporting activities, as well as a science club aimed to extend the more-able pupils.
46. The school has successfully maintained the very good links with the local community reported at the last inspection. Pupils attend the local church regularly for worship and this makes a significant contribution to their spiritual, moral, social and cultural development. Older pupils visit the church weekly, chat to local elderly people and serve refreshments to them, helping pupils to understand and appreciate the needs of other people in society and enhancing their social skills. The co-ordinator for personal and social development has been successful in securing funding from a number of local business organisations to buy rewards for the merit scheme. Consequently, pupils have worthwhile rewards to aim for and this encourages them to improve their work and behaviour. The school's very good community links also support curriculum activities through visits to a number of local businesses where pupils can experience life in the workplace, as well as having access to a range of opportunities such as in using the latest control technology.
47. Very good relationships have been created with partner schools, particularly the main secondary schools to which the majority of pupils transfer. These have resulted in a number of joint initiatives for pupils, like the 'Early Bird' project where older pupils from the secondary school partner with Year 6 pupils two mornings each week before school, for activities such as working together in the computer suite. A range of sporting activities takes place between the schools in the cluster. Boys and girls are separately involved in football competitions with other schools and thoroughly enjoy the challenge that these bring, as well as taking part in singing festivals and concerts.
48. Pupils are well prepared for the transfer to secondary education. As early as Year 5, pupils take part in a series of activities at the main receiving high school. Visits to secondary schools start early in the autumn term of Year 6 and there are several opportunities for pupils to visit the high schools. In addition, staff from the secondary schools visit to meet pupils and gain information about them prior to transfer. The education welfare officer further supports pupils, providing Year 6 pupils with information relevant to their next stage of learning. This includes guidance and advice on issues such as travelling safely to the new school and how to deal with bullying. It also helps to remove some of the concerns that pupils might have as a result of rumours they may have heard.

49. The opportunities provided for pupils' spiritual, moral, social and cultural development are very good overall. This shows some further strengthening in provision since the last inspection.
50. The overt Christian character and fundamental philosophy of the school leads purposefully to very good spiritual provision. The school places great emphasis on appreciating the unique worth of each individual. Assemblies and corporate acts of worship play a significant part in fostering pupils' awareness of the spiritual dimension of their lives. Pupils are encouraged to develop self-knowledge by thoughtful consideration of their own and others' beliefs. They are led to reflect on those values that underpin the daily workings of their school. In art and design and design and technology, pupils are able to demonstrate their sense of wonder at the marvels of the natural and man-made world. Throughout the day, teachers frequently organise prayers and provide good opportunities for pupils to raise up their minds and hearts.
51. Provision for pupils' moral development is also very good. A clear understanding of the moral standards expected is constantly promoted. The development of good principles and what constitutes acceptable conduct in pupils is a continual aim. Pupils are encouraged to consider what is the right course of action and to modify their behaviour appropriately. Assemblies focus on positive features of good human behaviour. Pupils are taught to be careful of how they say things and to consider the feelings of others. Teachers set a very good and consistent example, generating good relations in class and insisting that unkindness to others is not allowed.
52. Very good provision is also made for pupils' social development where care and security are provided. This helps to successfully promote good social behaviour. From an early stage and throughout the school, pupils are encouraged to be friendly and considerate of each other. Bullying is clearly forbidden, with visual reminders on display. In lessons pupils are frequently organised in groups or with a partner, helping them to learn to collaborate with each other, as well as nourishing the development of successful relationships. A few pupils are encouraged to undertake responsibilities such as running the school library and being involved on the recently re-introduced school council. Other opportunities for pupils' personal development are limited.
53. Provision for pupils' cultural development is good. Pupils are given good opportunities to learn about their own culture as well those of the wider world in which they live. They are familiar with the Christian religion and are given some understanding of how it has shaped their own heritage. They have opportunities to learn about the faith and beliefs of others and receive instruction in the meaning of symbols and artefacts associated with Judaism, Moslem and Hindu cultures. Identified strengths in music offer pupils a greater chance to experience and appreciate this refining aspect of civilisation. School visits provide good opportunities for pupils to learn more of their own culture and traditions.
54. Parents, governors and other people connected with the school speak highly of the caring attitudes of staff towards pupils with special educational needs. Staff provide very good role models for these pupils and ensure that they are fully integrated into the life and work of the school and are happy and secure in their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school cares well for its pupils. The headteacher leads by example and all staff follow the aims of the school to provide a safe Christian environment and to have high expectations of every person, encouraging mutual respect and trust between all members of the school

community. A group of older pupils mentioned that one of the main things they would remember about the school was ‘teachers as friends’.

56. As at the last inspection, the school is a safe and secure place with all necessary health and safety routines carried out, qualified first-aiders on the staff, and regular monitoring of the premises. There are good arrangements for the supervision of pupils during the school day. The arrangements for child protection are very good. The headteacher is very experienced in this area and all staff have received guidance on what types of behaviour should prompt them to alert the headteacher to a possible concern.
57. The school’s good provision for pupils’ personal and social development ensures that pupils learn about healthy eating and the use and abuse of drugs. The school nurse assists in the teaching of health-related issues such as sex education, and the local police talk to pupils about keeping safe.
58. There are very good procedures for monitoring and improving attendance and these are having a positive effect, with attendance levels improving each year. The secretary and the education welfare officer meet weekly to examine the registers and identify pupils or families where there is a concern about attendance. These are followed up promptly. Individuals and classes are rewarded for good or improved attendance. A reward is given to the class with the highest attendance each week and a cup is presented in assembly. Individual prizes are given at the end of each academic year for good attendance.
59. The school continues to operate good procedures for monitoring and promoting good behaviour, although not all staff are consistent in using them. Procedures are based on recognising and rewarding positive behaviour and many examples of this were seen during the inspection. A good feature of the arrangements is the attention given to rewarding sustained good behaviour, not just those whose behaviour is improving. There is a good exchange of information between teachers and midday staff through the use of duplicate slips to record significant incidents. Parents are informed when their child’s behaviour has been particularly good, as well as when it is causing concern, and this is helpful in promoting the school’s ethos and building good links with parents. The procedures for monitoring and eliminating oppressive behaviour are very good; pupils are given good guidance on what to do if they are being bullied and any reported incidents are dealt with quickly and effectively.
60. Procedures for assessing the rate of all pupils’ progress, including those with special educational needs, are now good in English, mathematics and science as the result of more frequent tracking and monitoring of pupils’ achievement. The policy now needs time to be effectively developed across all subjects of the curriculum. This is an improvement over the previous system, identified at the last inspection as being comprehensive. The school has recently raised a policy and assessment for gifted and talented pupils, together with that of pupils with special educational needs and minority ethnic origin. This is included in the school’s new tracking system. Pupils continue to be involved in the target setting process supported satisfactorily by teachers’ marking. Teachers’ planning in parallel classes is satisfactory, although more rigour in using lesson evaluations should improve the level of challenge being provided in future lessons, particularly for higher-attaining pupils. Subject co-ordinators moderate pupils’ work, observe teaching and learning and monitor teachers’ planning but, as these are each undertaken only once each year. Due mainly to the major staffing changes during the last twelve months, however, the planned monitoring programme has not been achieved and has not been sufficient to ensure that adequate progress is being achieved. The school is in the process of addressing this concern and is phasing-in essential activities to more radically strengthen its planning for more frequent monitoring to be achieved. Assessment of children in the Foundation Stage is good.

61. Teachers and support staff for pupils with special educational needs carefully monitor progress and report back to the special educational needs co-ordinator who adjusts targets in individual education plans where necessary. Progress is logged in every lesson and evaluations are done. Assessment is undertaken where necessary and from the information gathered, new curricular, social and skill development targets are set. These are further developed where necessary at the resource base and in withdrawal sessions with the special educational needs co-ordinator. The general targets set by the school's tracking programme are sometimes seen to be too high for pupils with serious special educational needs, and not always achievable; on such occasions special educational needs support staff set their own, more realistic targets.
62. There are good procedures to monitor and support pupils' personal development. This is done by a combination of formal and informal methods, well supported by teachers' good knowledge of their pupils and the care and concern that they show for them. These procedures are effective because most teachers are fully committed and prepared to spend time and give support in order to help resolve any problems. However, there are currently insufficient planned opportunities provided for pupils to undertake independent learning in lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. Parents believe that this is a very good school and have no major concerns. They feel that the teaching and leadership are good and are comfortable about approaching teachers with any problems they might have. They appreciate the way in which the school expects their children to work hard and do their best and the fact that the school is helping their children to become mature and responsible. Inspection findings confirm the parents' views but do not agree with parents that the homework given is inappropriate.
64. The school has forged effective links with parents and this helps them to understand what and how their children learn. These links begin before admission, when staff visit the children in their own home, and continue with pre-admission visits to meet their future teacher and see their classroom. The school provides a range of opportunities for parents to help in school or to learn more about their child's education. These include a range of information sessions about curriculum subjects, national tests and consultation evenings, together with the 'Inspire' workshops where children and their parents learn alongside each other in the classroom. These sessions have been particularly successful in encouraging parents into school. Although the school seeks written feedback on events held for parents, it does not consult parents about the curriculum or major spending decisions.
65. The school continues to provide satisfactory information for parents about their child's work and progress at termly parent meetings and in a written annual report which includes targets for the core subjects. The reports do not, however, tell parents how well their child is doing in relation to national or school expectations. Some information required to be reported to parents in the prospectus and annual governors' report is omitted.
66. Parents of pupils with special educational needs are encouraged to be fully involved in decisions made about their children. If necessary, the school makes home visits to establish this contact. Home/school diaries are used to provide useful information about pupils' learning and often offer suggestions as to how parents can purposefully contribute. Parent's views are fully taken into account at review meetings and are invited to discuss their child's progress at any other time.

67. The support given by parents is satisfactory. The school has clear expectations that parents will help and support their children's learning at home. Leaflets issued to parents at the start of each year give guidance on what they can do to help. Parents regularly listen to many younger children reading at home and fill in the reading diaries, but parental support at home is less as the children get older. The school invites parents to help in school but few take up the invitation. Social and fund-raising activities are organised, including an annual trip to Blackpool, that have enabled children to benefit from extra resources including computers, books and technology equipment. Few parents take an active role in organising these activities, but the planned events are well supported by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The headteacher gives good leadership and clear educational direction for the work of the school. This reflects the findings of the last report. She continues to be committed to sustained improvement by all pupils and to the full inclusion of pupils, including those with special educational needs and emotional concerns. She continues to be instrumental in moving the school forward and is well supported overall by the senior management team in ensuring that the school continues to pursue realistically appropriate standards and provide a secure and caring environment for the pupils on roll. As such the school aims are very effectively met.
69. Senior staff are effectively involved in developing the school development plan and in improving systems for whole-school development, such as the self-evaluation and assessment procedures. Staff share a common purpose and are committed as a body to whole-school improvement. Regular meetings are held with senior managers, and the implementation of the school development plan, which is an effective mechanism for moving the school forward, ensures that the school does not become reticent in achieving its aims. The planning and oversight of the curriculum, however, are unsatisfactory. Teachers do not work to a clearly defined plan that ensures a broad and balanced curriculum, resulting in different classes adjusting the time given to subjects to that which serves them. Similarly, the planned role for subject co-ordinators to monitor and evaluate teaching and the planning and delivery of the curriculum is a weakness and has not led to these concerns being noticed and addressed. The school is aware of these issues and is currently planning a more rigorous, phased approach to monitoring and evaluation.
70. The headteacher and staff are well supported by the local education authority in analysing national test outcomes for pupils of all abilities. Learning targets are reviewed each year and realistically take pupils' achievement into account, supported by the analysis of optional test outcomes in Years 3, 4 and 5. Pupils in junior classes are made aware of the targets for English, mathematics and science and staff plan to reinforce learning in these areas across the curriculum.
71. The governing body is properly constituted and is very committed to the school's advancement as a place of learning and support, with one governor supporting in school as a classroom technician. Governors have much confidence in the leadership provided by the headteacher and take an active role in reviewing the school development plan. Some statutory information is omitted from the school prospectus and annual governors' report. The school prospectus is reviewed and issued after pupils' normal entry-time into school in the autumn but is too late to provide relevant information during the summer term to those seeking to join the school. The headteacher is committed to ensuring that the prospectus becomes available during the summer term. Governors are developing in their role as critical friend and are now taking a more strategic role in the governance of the school. This shows satisfactory improvement since the last inspection. They have yet to become effectively involved in

ensuring value for money and the application of the principles of 'best value' particularly in the level of challenge they bring to the school.

72. The school controls all aspects of its budget and funds are spent wisely. The process of setting the budget is well established and involves appropriate personnel. This means that the school's priorities, as detailed in its development plan, and associated spending costs are carefully targeted, agreed and understood by governors, senior staff and subject co-ordinators. Funds are allocated only when spending has been justified and it is known that spending money will have a positive impact as, for instance, in raising standards of achievement. Consequently, the governors have access at any given time to gain an accurate picture of the school's financial resources and how they are being used. Very careful consideration is given to purchases to ensure that value for money is obtained. The most recent audit report raised only minor issue recommendations.
73. The school's application of the principles of best value is good. It is open to new ideas and it compares pupils' achievements with other schools. It challenges its own performance and largely implements changes to address areas of weakness. For example, when a fall in reading attainment was identified at the end of the infant stage, additional funds were channelled to provide further reading scheme resources. Some weaknesses exist, however. A higher than average number of teachers has left the school over the last two years, resulting in some classes being dependant upon supply staff. This has had a detrimental impact upon the budget but measures are in place to meet teacher attendance shortfalls by using current staffing. Whilst this is effective in practice, it has had a detrimental impact upon the role of the deputy in his not being able to act in a strategic management role within the school, and also uses a another non-class-based senior teacher to provide supply cover. Additionally, training needs for some senior personnel, including the deputy's role in strategic management, are not being sufficiently prioritised.
74. The school seeks opinions of staff, parents and pupils related to concerns and as to how things might be improved. When pupils are asked to complete a questionnaire about their treatment in school and to suggest areas for improvement, teachers helped those with under-developed literacy skills by reading the questions out aloud.
75. The school makes very good use of all the additional funds it receives for supporting pupils with special educational needs. Provision for these pupils is very well managed by the special educational needs co-ordinator and resource-base teacher. They both have non-contact time to carryout their responsibilities and, as a result, know their pupils very well. They are very well organised, competent and fully committed. They manage the deployment and effectiveness of support staff very well. The governing body is very supportive of their roles and ensures that funding is available for extra support staff in the classrooms.
76. A key issue in the last report relating to the imbalance of cost and value of the administrative support has been successfully addressed. The school office is well equipped and both secretary and receptionist secretary make very efficient and effective use of new technology. They provide a very welcoming and helpful first impression of the school. The recently appointed school secretary has already made a valued mark in supporting the headteacher and effectively enables the school to run smoothly.
77. Resources for learning are at least satisfactory and often good and are used efficiently. Resources for art and design are much improved since the previous inspection. English resources are satisfactory overall, but more books are needed for both school and class libraries to support pupils' independent research and their access to a wider range of reading materials. The school is addressing this. Funding has been arranged and there are plans to

develop the library further to provide books for pleasure and to support topic work in geography, history and other subjects.

78. Resources for geography, history and design and technology are adequate. Residential and day visits, which support work in history and geography particularly, are strong features. The wide range of visitors contributes well and share experiences with pupils. Resources for children who are under five are good in reception.
79. The number of teaching and support staff is good to meet the needs of the school. The staff profile now reflects a good mix of experience to deliver the planned curriculum. Induction arrangements both for newly qualified teachers and other staff new to the school are good.
80. All teaching and non-teaching staff have agreed job descriptions. The school also makes extremely effective use of its teachers' expertise by arranging for subjects such as music to be taught from Year 1 by a specialist music teacher, whilst physical education in Years 5 and 6 is taught by a specialist. In-service training is linked to the school development plan but also allows staff to select courses for their own professional development. Performance management has been satisfactorily implemented.
81. The accommodation is adequate for the number of pupils on roll and is well maintained. Classrooms are spacious and there is a good range of smaller rooms for individual and small group work. The extensive school grounds provide good facilities for games and a small wooded area with seating. The nursery building is spacious and houses the 'before and after-school' care facilities. It has its own secure outdoor play area with a safe soft surface, although there is little provision for children to experience inclines or bends when using wheeled vehicles. The nursery teacher has specific plans to improve the appearance of the currently rather 'tired-looking' internal space. The playground for younger children is made more attractive by pupils' colourful wall paintings, playground games markings and covered seating areas.
82. Provision for pupils in the Foundation Stage and those with special educational needs is good and very good respectively. Taking into account the social deprivation index of the school, which is very low, the very low attainment of pupils on entry to the school, the average expenditure per pupil within the cluster and pupils' attainment which is at the national average for most subjects, the school gives good value for money.

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS RESOURCE BASE

83. At the time of the inspection, the number of pupils who were identified as having special educational needs is above the national average. Pupils are identified for learning, medical, behavioural and communication difficulties. Twelve pupils have statements of special educational need, which is well above the national average. These are all for speaking, communication and language difficulties. Two other statements are pending. Provision for pupils with special educational needs is very well organised into three distinct, carefully inter-linked strands, with very effective support also provided in the resource base for 12 pupils with speech and language difficulties, some of which come from other schools. These pupils all carry statements of educational need and a teacher employed by the local education authority has good oversight of this provision. The very good provision work enables all pupils to make very good progress in their learning pupils, working in peer groups and in focus groups for specific language development. Speech and language therapy effectively supports these pupils for two days per week. A particularly effective and caring nurture group has also been established to cater for the needs of nine infant pupils who have

emotional and behavioural difficulties, enabling them to work in a small, secure environment. This enables pupils to develop self-confidence and self-esteem effectively.

84. Leadership and management are very good. Her effective oversight of all pupils with special educational needs in the resource base and mainstream classes that leads to them making very good progress in their learning. Twelve other pupils have been identified as gifted or talented and the school is developing special provision for them. Frequent assessment of pupils' progress to identify areas of need is very good, and ensures that pupils are very effectively integrated into mainstream classes. She manages this very well enabling them to make very good progress. The quality of support staff is very good and all adults are well trained to meet the needs of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise pupils' attainment in all subjects further, the headteacher, staff and governors should take the following actions:

- ◇ Provide more challenge for higher-attaining pupils to attain at the higher levels particularly in English and mathematics by;
 - extending pupils' use of sentences in spoken and written work;
 - providing planned opportunities for pupils to develop their own mathematical strategies in problem solving.
(paragraphs 18, 32, 39, 100-108, 112-116, 123, 125, 127, 130, 133, 138, 139, 143-145)
- ◇ Provide a balanced curriculum by:
 - ensuring that all subjects receive sufficient time in line with national recommendations to systematically develop skills.
(paragraphs 37 –39)
- ◇ Improve management systems by:
 - developing the role of subject co-ordinators to ensure more frequent monitoring of teaching, learning and pupils' work;
 - ensuring that the deputy headteacher receives training for his strategic management role in the school;
 - developing further the role of governors to enable them to take a more strategic part in monitoring the value provided by the school;
 - ensuring that all statutory reporting to parents is fulfilled.
(paragraphs 69, 71, 73, 108, 116, 124, 135, 140, 145)
- ◇ Improve attendance and reduce holidays taken in term
(paragraph 27)

Other areas requiring further development:

- planning for pupils to take a more independent part in carrying out their own learning using books and information and communication technology resources;
- provision for the nursery to improve the quality of indoor facilities appropriate to young children.
- ensuring that the marking of pupils' work is written in appropriate language for pupils to know what they have to do to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	21	38	22	2	-	-
Percentage	-	25	46	27	2	-	-

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	386
Number of full-time pupils known to be eligible for free school meals	0	124

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	4	108

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	26	29	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	23	26
	Girls	24	25	27
	Total	42	48	53
Percentage of pupils at NC level 2 or above	School	76 (85)	87 (79)	96 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	25	24
	Girls	25	27	24
	Total	45	52	48
Percentage of pupils at NC level 2 or above	School	82 (83)	95 (87)	87 (87)
	National	85 (84)	89 (88)	89 (89)

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	26	29	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	23
	Girls	18	17	20
	Total	38	39	43
Percentage of pupils at NC level 4 or above	School	67 (73)	69 (82)	75 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	23
	Girls	18	17	20
	Total	38	39	43
Percentage of pupils at NC level 4 or above	School	67 (73)	68 (89)	75 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	283	2	-
White – Irish	-	-	-
White – any other White background	-	-	-
Mixed – White and Black Caribbean	3	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	1	-	-
Asian or Asian British - Indian	1	-	-
Asian or Asian British - Pakistani	-	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	4	-	-
Black or Black British – African	-	-	-
Black or Black British – any other Black background	-	-	-
Chinese	-	-	-
Any other ethnic group	1	-	-
No ethnic group recorded	113	-	-

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	25:1
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	300.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	28
Number of pupils per FTE adult	10

Financial year	2001/02
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	£
Total income	919,851
Total expenditure	896,848
Expenditure per pupil	2,100
Balance brought forward from previous year	69,337
Balance carried forward to next year	9,234

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	155

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	69	30	1	0	0
Behaviour in the school is good.	79	11	6	2	2
My child gets the right amount of work to do at home.	63	18	13	2	4
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	63	32	3	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.	75	25	0	0	0
The school works closely with parents.	60	33	4	1	2
The school is well led and managed.	68	32	0	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.	56	32	5	1	6

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

85. The arrangements for children in the Foundation Stage are good. Children attend the nursery part time either every morning or afternoon each week and are given a very positive start in the nursery and reception classes. The good quality of learning is as a direct result of high quality teaching. This reflects the findings of the last report.
86. Nearly all of the children have nursery or pre-school playgroup experience in preparation for entry into formal education. Children's attainment on entry to the nursery shows a range of abilities but most are well below the national expectation in speaking and listening, mathematics and personal and social development. By the time they enter the reception classes these children, having made good progress across the nursery, have reached levels of attainment overall that are below the expected levels. Children make good progress in the reception class and achieve well, although by the time they enter Year 1 only a small number is able to undertake National Curriculum work.
87. The quality and range of the curriculum provided is good. It gives a broad, balanced and relevant foundation to support children's learning across the school and follows the Foundation Stage's six areas of learning. Staff working in the nursery and reception classes monitor children's learning, and assessments of progress made against the lesson objectives enable teachers to carefully group children to ensure future tasks both support and challenge their learning. Staff track children's attitudes and progress and this information contributes to planning a broad and rich curriculum. Children with special educational needs are identified quickly and receive targeted support, enabling them to make very good progress. The literacy and numeracy projects for reception classes have been adopted and offer good support to communication, language and literacy and mathematical development.
88. The quality of teaching is good overall with each of the teachers giving examples of very good teaching that generates an excitement and enthusiasm for learning. Teachers have good knowledge of the curriculum for older pupils and ensure that activities give support to future work and focus upon giving the children a full range of language and social skills to enhance learning. Good planning ensures that each session supports and develops skills and understanding in other curriculum areas.
89. Teachers hold very high expectations that children will behave well, think and listen, as well as work hard at all they are asked to do. Staff form a strong and supportive team. All ensure that children enjoy their opportunities, concentrate and persevere. The management of children is good. Children are encouraged to be independent and are supported to develop their confidence. Sometimes, however, staff do not fully challenge children, the pace slows and children capable of working to a higher level of challenge are not extended. Nursery children are actively involved with their learning, especially with play activities designed to give them practice in working together. Nursery and reception sessions start with the teacher sharing what is to be learned. In the reception classes, as they complete their work, children have the opportunity to discuss it with an adult to check that they understand what they have learned. Children therefore have good knowledge of their own learning and are making good progress in acquiring skills, knowledge and understanding across a wide curriculum, putting considerable effort into their work.

90. The school day is well organised to support and develop basic skills for both nursery and reception children. Nursery children come together for a range of carefully planned activities linked to developing speaking, listening and social skills before moving to their own choice of activity. Snack time is used creatively to support personal and social development and numeracy. Reception children daily undertake activities linked to the literacy and numeracy projects as well as work to develop their knowledge and understanding of the world. These activities are carefully supported by staff as children work independently and in small groups, readily managing their own pace of learning.
91. The nursery teacher seeks to provide a classroom that stimulates children's development that is especially focused upon a sensory experience. She has provided a range of different mirrors, bright fabrics, natural resources and well mounted examples of children work. The space is carefully organised to provide a language-rich environment that supports each area of the Foundation Stage. The room itself is a large and open space with many new resources, but also a number that are rather tired and need updating. The teacher has plans to continue to develop a stimulating atmosphere. The outside area is well provided with appropriate climbing equipment and a range of wheeled vehicles to develop social and physical skills, but is not designed for children to investigate gradients or bends. Children have a good range of imaginatively and creatively planned spaces within the classroom.

Personal, social and emotional development

92. Throughout the sessions, staff focus all activities on children's personal, social and emotional development. Teaching is good in both the nursery and reception and the children make good progress. As a result, children in reception are well on the way to achieving below, but close to the levels expected for five-year-olds. Staff work very hard to provide an environment where respect, understanding and the recognition and appreciation of the fact that all are different but have something to contribute lies beneath all the work. Children settle quickly into routines and develop a sense of belonging to the school community.
93. All the staff are good role models. Children see them relate well to each other and to themselves and their parents with care, consideration and politeness, resulting in most children developing a positive self-image. Children are encouraged to listen to different opinions and think things through for themselves. They enjoy their work and co-operate happily with each other and adults. Staff consistently reinforce good habits such as putting up hands, taking turns and making sure that children know how to tidy up after activities. Children are encouraged to select activities thoughtfully and work with care and consideration for others. Independence is encouraged as children put on paint aprons, hang up coats and bags and collect them again at home time.

Communication, language and literacy

94. The development of communication, language and literacy skills is good. Due to the high quality of teaching most children make good progress. By the end of the Foundation Stage, although most will still be below expected levels in reading and writing, a small number will reach the standards expected for children of this age in speaking and listening to be able to move smoothly into infant-level work. Reception children know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or give information. Children learn a range of words used regularly and join in the chorus of a story; for instance in the 'Giant Turnip' they recall and join in the chorus of people pulling up the vegetable. They are beginning to combine letters and sounds in their reading and writing. Children take a reading book home and have a record book for parents to record comments on their child's reading. Although some children are better at identifying letters and words in

print than others, all the children can tell a story from the initial letter and illustrations and are learning the characters from the school reading scheme.

95. The formal teaching of phonics with the sounding of the phonemes, the counting of syllables and the match of developing handwriting skills to their phonic work encourages children to develop their early writing skills. Teachers use precise and clear diction to help children hear in full each part of a word and encourage children to reply in clear sentences. Many children are aware that sentences start with a capital letter and end with a full stop and do not hesitate to tell the teacher off if she writes a sentence without them. A few children are attempting to write with capitals and full stops. Children write for a number of purposes. They record their news, stories and observations in knowledge and understanding of the world lessons, as well as letter formation and handwriting practice. Although the timetable has specific literacy times, language development is very important regardless of the area. In the role-play shop they listen carefully to each other when buying, read instructions on packets and work out costs. For example, where a topic has a specific and distinct vocabulary such as in changing from being a baby to an adult, children are encouraged to listen to and use correctly the technical language.

Mathematical development

96. Children's mathematical development is good as a result of the good teaching and the range of activities to support learning. All but a few children are achieving levels below the goals set for those at the end of the Foundation Stage. Children establish and develop their number skills effectively. Numeracy is supported by number reinforcement across the curriculum. Children count each other into groups for activities, use positional order to identify those who will hold doors open, carry resources and walk with others in need. Most children identify the two numbers that make up a two-digit number such as 12. Nearly all children can count up to 20 and back from 10: a third can count back from 20. Over half of the children can identify a number position in a number line by the shape of the number up to five while over three-quarters can find a missing number by counting up to it. Children are aware of number operations such as adding 1 more and most can make things less by taking 1 off. Children name two-dimensional shapes such as squares and circles. They are becoming aware of capacity and measure in the water and sand trays. The shop role-play reinforces work on money with children working out the cost of 'goodies', while stories such as 'Goldilocks and the Three Bears' help children identify the vocabulary of size.

Knowledge and understanding of the world

97. The school provides a very good range of opportunities for children to develop in this area of learning and most children are on target to meet the goals set for the end of the Foundation Stage. Teaching is very good and adults provide many exciting activities to promote this area of development. The children explore the natural and man-made world in the development of their scientific skills. The autumn colours in the natural world are displayed on the 'nature table'. Children look at a range of seeds and identify the plants they will grow into, from apple seeds to conkers. Their own growth and that of others within their families links well into this natural growth theme. Children display photographs of themselves as babies, toddlers and now. They note the changes, compare what they can do that they could not do when little and what they need in order to live. They know and discuss relationships within families, and from their history work know that their parents have parents older than themselves and that they are younger than their parents. They sequence pictures of humans at different times of their lives and develop the language of growth. These and many other activities encourage them to ask questions about the world in which they live, but also give children a sense of wonder at the world around them.

98. Children develop their design and making skills well through building when using interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. Reception children have the opportunity to work with the computer support assistant twice weekly to develop the skills that will extend learning further through the school. They know the way around school through their use of the hall and know where the school office is located. They know that to keep healthy they must wash their hands after visits to the toilet and before snacks and meals, change their clothes for physical activities and put on a coat to keep warm.

Physical development

99. Children's physical development is good and most will reach the Early Learning Goal by the time they enter Year 1. Teaching is good. Nursery and reception children are given good practice to become skilful and accurate users of a wide range of tools such as pencils, crayons, scissors and glue, to write and make pictures and models. Children develop their physical skills in well co-ordinated indoor and outdoor activities. They are able to use a range of construction equipment, fitting blocks together to make buildings, a car and furniture. Children move round the classroom carefully without bumping into each other or knocking things over. In physical education work they are developing the hand/eye co-ordination necessary for team games through using balls, beanbags and hoops, and develop awareness of space when using the school hall. Nursery children work on larger outdoor equipment and use the outdoor space available to ride their bikes and 'trikes', but several children have difficulty in developing control and awareness of their safety. Children share resources well and there are few problems when changing from one piece to another. Children manipulate the mouse and keyboard of a computer carefully to control programs, clicking the cursor on icons and carrying them from one part of the screen to another, dropping it into place.

Creative development

100. Children's creative development is good because the quality of teaching is good. Children have a wide range of materials and develop the physical skills to produce pictures and models. Children sing, draw, paint and crayon, and cut, stick and make models and collages both big and small. They use 'small-world' and construction toys imaginatively, with small figures, dolls and puppets acting out their stories. Most children are likely to achieve the expectations of the Early Learning Goals for this area by the time they begin Year 1. Most children hold brushes correctly, mix colours carefully and apply paint to paper with confidence, accuracy and with good awareness of shape, pattern and colour. They make prints using a range of different shapes in repeating patterns. Collages are made using a range of papers, cards, plastics and different joins using glues and tapes. In role-play, nursery children imagine that they are in a house, cooking, feeding babies and doing the ironing while older children run a shop. In carpet sessions and literacy work they appreciate rhymes, poems and imaginative stories, especially well known tales, counting songs and nursery rhymes.

ENGLISH

101. A broad range of inspection evidence confirms that standards in English are a little below the national average by both seven and eleven years of age. This is an improvement on the results of the 2001 national tests. However, from the time they first start school, pupils make good progress and achieve well for their abilities. This is a broadly similar finding to the previous inspection, but with good progress now helping to ensure the generally upward trend in

improving standards. No significant difference was seen during the inspection, however, in the achievement of boys and girls or of pupils of minority ethnic origin.

102. Many pupils enter Year 1 with levels of speech that are still limited. Throughout the school, and in all subjects and classes, they are usually taught to listen carefully. This enables most pupils to continue to make good progress in this particular skill and has a generally beneficial effect on the whole of their learning. Speaking skills also continue to improve but, likewise, remain a weaker aspect of pupils' language development. In some classes teachers make good efforts to expand pupils' speech through well-structured question and answer sessions. However, there are not always enough sustained opportunities, routinely organised, to enable pupils to become more confident in expressing themselves clearly.
103. Great emphasis is placed on the teaching of reading. As a result of this serious approach, pupils' standards are very close to expected levels. In all classes good progress is made in acquiring competency in this essential ability. As they move through the school, pupils follow structured programmes which are suitably matched to their needs. Any problems in reading are swiftly identified and appropriate support and teaching is provided. This ensures that the great majority of pupils acquire a satisfactory level of competency for their age. In lessons they capably read the assignments provided and, as a result, are more able to help themselves in managing and controlling their own work. There are however, too few pupils reaching the higher levels of reading at present. Those who do read with fluency and confidence. All pupils are encouraged to take their reading books home and some benefit from the extra help provided by family members. A marked feature of the general success of reading in the school is the obvious delight many pupils have in their books. They clearly enjoy reading and have learnt something of the pleasures that a good story can provide.
104. In writing, pupils in Years 1 and 2 experience a fairly good range of topics in which to develop their abilities. They are generally able to plan and construct a simple story appropriately. They write accounts, instructions, letters and poems at a suitable elementary level. They are beginning to use basic procedures correctly to give shape to their different types of writing. As they move through the school good progress continues to be made overall. By Year 6 many are able to produce work in a variety of different styles and for different purposes. For example, they write descriptively, for information, in diary format and for reports and reviews. The majority are able to tackle the demands of script writing. They are starting to meet the challenges of interpreting a poem, such as 'The Pied Piper of Hamelin', and turning it into prose. In Year 5, pupils demonstrate a satisfactory understanding of the features of script writing and write appropriately in dialogue form. However, in almost all classes there is still too little evidence of pupils drafting and editing their own work in order to correct and improve it themselves. There are also insufficient opportunities provided for extended writing activities, particularly for the higher-attaining pupils.
105. Handwriting and general presentation of work are satisfactory overall. Pupils are taught to form their letters correctly at an early age and there is general consistency in style. Older pupils are equipped with suitable writing implements, which helps them achieve an appropriate standard. Classes vary as to the amount of time and effort spent on practising this skill, as do expectations of quality in the work accepted. Throughout the school, though, teachers are aware of the needs to improve the quality of pupils' spelling and seek to improve this aspect principally through marking and reminding pupils of the need to use dictionaries and word banks.

106. Pupils with special educational needs and those of minority ethnic groups are properly included in all language and literacy provision and make the same good progress as other pupils in all aspects.
107. The teaching of English is good overall. Teachers are ambitious for pupils to do well in the subject and devote a great deal of time to providing pupils with suitable learning opportunities. The literacy strategy is securely in place and most teachers are comfortable with managing its demands. Lessons are properly planned to meet the needs of the differing age groups and most pupils are well managed in literacy sessions and usually learn well. Positive strategies are generally applied with good effect and keep pupils suitably engaged in their work. Some classes receive very good teaching, with occasional excellent features that give pupils a really good understanding of the strategy's requirements together with very good opportunities to revisit and revise their work. As a result they learn well from their own mistakes. In the very good teaching observed, expectations as to the high quality of work demanded are uncompromisingly conveyed. There are shortcomings in the provision throughout the school. Unevenness is evident in the way topics are interpreted across classes and not all classes are challenged with the same range of writing experiences. Nevertheless, most teachers provide pupils with suitable opportunities to use their literacy skills in all areas of the school day.
108. Pupils' attitudes are good. They are co-operative in the planned quiet parts of their lesson and most listen attentively. They are willing to answer questions posed and take turns for the teacher's attention as required. They settle well to their written tasks and try to please. Where teaching is strongest they display a real enthusiasm to get on with their work and succeed. In addition, in such lessons a productive measure of self-motivation and independence is also seen.
109. The subject is generally well managed by an experienced co-ordinator. Standards continue to be strengthened and pupils' progress is good. However, there is currently too little monitoring of teaching and planning taking place to ensure that more consistent levels are achieved through the school and good practice is more widely disseminated.

MATHEMATICS

110. Inspection findings indicate that standards are in line with the national expectation in Year 2 but are slightly below in Year 6. This is an improvement over the results on the national tests in 2001 for Year 6 pupils but similar at the end of Year 2. The results of the 2002 national tests for pupils of 11 years of age are close to the national average with boys performing better than girls. The results of the unvalidated 2002 national tests for 7-year-olds show that standards have risen to above national average. No significant difference was seen during the inspection, however, in the achievement of boys and girls or of pupils of minority ethnic origin at this age.
111. By the age of seven, pupils have an increasing knowledge of number bonds. The majority of the pupils are developing a good understanding of working with multiples of ten. Pupils remain focused and attentive as the lessons proceed at a good pace. Pupils know the names of two-dimensional shapes such as a square, triangle, circle, semi-circle and rectangle. Many pupils are aware of three-dimensional shapes such as cubes, cuboids, cylinder, cones and pyramids. Pupils were challenged to recognise that a square remained a square even when orientation changed. Several Year 4 pupils needed explanations to understand the difference between pentagon and hexagon. The majority of pupils can sort shapes as sets based on the number of sides. This work was successfully reinforced using a computer program written to match the specific needs of the pupils.

112. By the age of 11, most pupils have a good understanding of multiplication and are developing sound understanding of fractions. Most pupils have a good understanding of percentages and are encouraged to explain the mathematical process they are using, particularly when they are given real life situations.
113. Pupils enter the school with below average mathematical skills; good progress is made during Years 1 and 2. By the end of Year 2 pupils have increased their mathematical vocabulary and are developing speedy methods of recall. They enjoy their tasks and concentrate and collaborate effectively. Pupils' mathematical understanding continues to develop during junior classes and, whilst most pupils respond to high expectations, several have to be encouraged to think for themselves when posed with mathematical problems. Year 5 pupils can accurately collect data on a frequency chart to produce a bar graph and interpret information. The current practice of setting from Year 2 is effective in that it helps to focus teaching resources to specific groups and match work to pupils' needs. Progress for pupils with special educational needs is very good. There is generous support in the classroom and withdrawal groups which helps them towards achieving the targets set for them. A booster group has been created in Year 6 to help raise standards. This group is working well with clear learning recorded in their books. Homework is given and all work is positively marked. The group is responding to the high expectations. With the formation of this extra group there is now the opportunity to challenge the higher- attaining pupils to achieve higher targets.
114. The quality of teaching and learning seen throughout the school is good overall, ranging from satisfactory to very good. However, more effective joint monitoring and planning could strengthen consistency and raise standards in some year groups. The most effective teachers know their pupils well and target learning to meet the needs of all pupils. As a result, pupils are challenged and interested in their work. Relationships between teachers and their pupils are good and this helps to give pupils confidence in their learning. Most classrooms are effective places of learning because of the good management and expectations of pupil behaviour by the teachers. The approach to providing challenges for the higher-attaining pupils could be more consistent in providing pupils with complex examples and problems. A previous problem for teachers was the high mobility rate among the pupils, which impacts on the planning and target setting: mobility is currently lower than last year.
115. Teachers are familiar with the numeracy strategy, which they apply effectively. The three-part lesson structure is firmly established, although improvements could be made to the pace of mental activities in some classes.
116. Information and communication technology is used regularly and effectively in direct teaching lessons in the computer room but further development is required to improve the use of technology in mathematics.
117. The leadership and management are effective. The co-ordinator has produced a good quality mathematics induction pack for new staff. She has a very good understanding of the needs of the pupils and the requirements of the curriculum and uses this understanding to promote teachers' awareness. There is, however, insufficient working alongside teachers or observation of lessons to improve teaching and learning throughout the school. Resources are good and well organised. Pupils' books are monitored systematically but as yet this does not lead to ensuring that all pupils understand what they have to do to improve. Teachers' planning is regularly checked but requires more rigour to ensure that a higher proportion of pupils achieves the higher Level 5 at age 11.

SCIENCE

118. Inspection findings indicate that standards at the ages of seven and eleven years are at the national average. This represents an improvement over the results of national tests in 2001 where the performance of pupils at both seven and eleven was below the national average. The 2001 results, however, included a greater than usual numbers of pupils with special educational needs and additionally up to 62 per cent of the Year 6 pupils had not been in school for the expected duration. The most recent unvalidated 2002 test results for pupils aged 11 indicate that pupils have slightly exceeded the national average at the expected level. This represents very good achievement over time for all pupils based upon their attainment on entry to the school. However, at the higher Level 5, pupils lag behind the national average by 10 per cent.
119. Pupils in Year 2 demonstrate sound observational skills when describing differently shaped leaves, making good use of the idea of similarity and difference. They understand that leaves grow on plants and that each type of leaf belongs to a particular plant. Pupils from Year 2 who were interviewed had satisfactory knowledge of the external parts of the human body and of the five senses. They explain the growth of a seed into a green plant and name the main parts. They explain how forces are used by offering examples in everyday life. They know that some changes to substances are permanent but that some changes can be reversed. Pupils have good knowledge of a range of common materials and can state how each is used for particular purposes whilst others are unsuitable. They have sound understanding of the dangers of the improper use of electricity and can give examples of equipment powered by batteries and by mains electricity. Scrutiny of pupils' workbooks shows that by the end of Year 2 they have secure knowledge of fair testing and of methods of scientific investigation.
120. In Year 3, pupils show satisfactory knowledge of fair tests when investigating materials for their levels of absorbency. In Year 4, although pupils understand the concept of food chains, several pupils lack of knowledge of woodland and shoreline habitats results in confused ideas between consumer and producer. For example, where blue tits were identified as consumers of starfish. Many average ability and higher-attaining pupils, however, readily grasp the idea of predator and prey. By the time pupils reach Year 5 they have sound understanding of the reasons for a fair test being applied. In observed lessons pupils used this knowledge effectively to devise tests to investigate what happens to a person's heart rate when vigorous exercise is taken. Pupils in Year 6, who had examined soil samples, could offer reasoned ideas about which sample would be most likely to be successful for particular purposes, such as to anchor root growth. No significant difference was seen during the inspection in the achievement of boys and girls or of pupils from minority ethnic origin.
121. A feature of the observed lessons was that pupils' attitudes and behaviour in 75 per cent of lessons was good or better. The majority of pupils behave well but with a very small minority calling out or generally disrupting a few lessons. Year 2 pupils mention their enjoyment of science because it is never boring. When required, pupils co-operate and collaborate purposefully. The earlier report mentioned pupils being often seen 'working independently from their teachers'; this is not a current feature because learning was tightly controlled by teachers.
122. Pupils' enjoyment and their positive attitudes to science are direct results of the quality of teaching. The last report stated that in the infant classes teaching was satisfactory. Standards have improved and an example of very good teaching observed in an infant classroom. In the junior classes teaching was said to have been good or very good. This standard has been maintained with two-thirds of lessons showing a good or very good quality of teaching.

Planning ensures that the coverage of the programmes of study is secure and that these are presented in a generally interesting context. The adoption of the national guidelines for science since the last inspection has ensured that teachers have access to good subject information for each unit of work. Relationships throughout the school are good and this too is a factor in maintaining a positive working and learning atmosphere during lessons. Work is effectively planned for pupils with special educational needs enabling them to make very good progress.

123. Leadership and management are good. The co-ordinator has been in post for one year and is unusually well qualified to lead the subject. She has a firm determination to raise standards at the higher levels by the end of Years 2 and 6. Owing to the very positive attitudes of both teachers and pupils she is well positioned to achieve this goal. Under her guidance, assessment procedures have been devised that record individual pupils' attainment and also operate as a system for tracking progress. The school is fortunate in having the services of a dedicated link governor for science who is active in the school as a volunteer classroom assistant. In lessons seen, planning for individual needs was beginning to be focused on assessed requirements to make progress. The current policy is of good quality, having been modified by the staff; it is due for further review in 2003. A portfolio of assessed and levelled pupils' work is available for teachers to check their own assessments of the levels attained. This is good practice. The last report stated that resources were adequate; they are now good. An audit has been carried out against the needs of the units and, with the co-operation of the headteacher, gaps in provision have been filled. The co-ordinator has put a good system in place whereby teachers are informed of the resource requirements for each unit of work. The system works well in enabling her to monitor resource use and impact.
124. The analysis of the results of the national tests and assessments has made all teachers aware that a major requirement, if standards are to be raised, is to improve pupils' literacy skills. It was notable that during lessons teachers took planned and unplanned opportunities to increase vocabulary and to offer synonyms for unknown words and phrases. There remains a need to insist that all answers to questions and comments made by pupils are spoken in whole sentences rather than being accepted as single words. Marking is regular and provides encouragement and praise that is appropriate to individual output. Whilst marking often acknowledges that work has not been completed, in too many cases work remains unfinished. Teachers who use marking to offer advice on how to improve current work set an example for all their colleagues to emulate. The use of information and communication technology is also an area for development, especially to give pupils opportunities to carry out their own investigations within topics. Very good use is made of the school grounds, the science club, visits and visitors in order to add enrichment experiences for pupils.
125. The co-ordinator has started to monitor pupils' books, teachers' planning and standards of teaching and learning in classrooms. The school's self-evaluation schedule plans for these to continue during the spring term 2003 but this may be too late to have sufficient impact upon the present Year 6 pupils.

ART AND DESIGN

126. Standards at the ages of seven and eleven years are at the national average in two-dimensional work and for knowledge of the works of other artists and cultures. This represents an improvement since the last inspection when standards in the junior classes were stated to be below average. Insufficient evidence of three-dimensional work is not available currently for a judgement on standards to be made. Teachers' planning indicates this aspect of art will be covered later in the school year.

127. A criticism made following the previous inspection was that there was little evidence of colour mixing. Year 1 pupils now mix colours, shades and tones confidently and this skill is continued throughout the school, together with a developing use of textures. There remain areas of weakness that require development. The application of observational drawing is not sustained as a process in all classes and is not being systematically developed as pupils move through the school.
128. Year 1 pupils have made satisfactory drawings of a range of toys where colour matching by mixing was used to sound effect. This is developed in the drawing of various means of transport in Year 2. However, the application of art appears to be more focused on learning about the artefact rather than on representing it as an observed object. Year 3 pupils are beginning to understand how spaces may be represented as still, open areas or as vibrant and lively places. This knowledge came as they used digital cameras to depict areas around the school at different times of day. During a 'looking through the window' theme, pupils studied the works of Jeannie Baker and began to understand that through art illustrations strong storylines might be told without words. Through practical experiences with wet and dry paper, Year 4 pupils carried out paint application investigations confidently whilst studying the works of Paul Klee. Pupils in Year 5, who consider the symbolism of Holbein's 'The Ambassadors', display sound understanding of the arrangement of artefacts to display wealth, and used satisfactory pencil techniques to make observational recordings of their arrangements. By the end of Year 6 there is some evidence of above average drawing by a few pupils. In a set of 'seen through the window' drawings, perspective is satisfactory together with detail. There was no significant difference seen during the inspection in the achievement of boys and girls or of pupils from minority ethnic origin. Work is effectively planned to support pupils with special educational needs, enabling them to make good progress.
129. Pupils state their enjoyment of art and design, as they did at the time of the last inspection. Year 5 pupils are particularly proud of their knowledge of symbolism and gain great pleasure in explaining the meaning of items in the painting. Pupils attend the after-school art club in good numbers and are pleased to show their work and to say how it might be improved.
130. The quality of teaching seen during the inspection was good. Teachers and pupils enjoy good relationships and this contributes to the overall level of good attitudes and behaviour. Following the adoption of the national guidelines for art and design, planning is now securely focused on the development of skills. Teachers use the 'Solart' scheme enrichment materials to good effect, raising knowledge and understanding of aspects of art as a source of evidence in history and of famous artists and their works. The use of sketchbooks is developing but pupils are not yet using them to record personal interests, such as designs, patterns and colour testing or investigations to be saved for later use in their own work.
131. An issue following the last inspection was the school's need to provide better subject leadership and resources and to raise the profile of art throughout the school. The school has addressed these issues with the recent appointment of an enthusiastic co-ordinator, supported by the deputy headteacher, who is an art specialist, enabling the school to move forward from a solid base. Funding has enabled resources to be upgraded to cover the requirements of the programmes of study; sensibly, these include materials to help pupils' understanding of art within different cultures and make good contribution to pupils' multi-cultural development. The school is aware that much still has to be accomplished and plans are in place to organise courses to enhance teachers' practical experiences of materials and techniques. A session in the use of printmaking is due later in the term, with the intention to follow this with other areas of need.

DESIGN AND TECHNOLOGY

132. Attainment at the ages of seven and eleven years is at the national average. This reflects the findings of the last report. There have, however, been improvements: the school has adopted the national guidelines, which has led to better planning for progression. Design and technology is now taught as a subject in its own right rather than being used to support other areas of the curriculum. In turn, this has led to planning being improved to focus more closely upon design, modification and evaluation, in addition to making skills.
133. By the end of Year 2, pupils have developed sketches to show plan views, for example of wheeled vehicles. Cutting, placing and fixing skills are performed to a satisfactory standard and, following the construction of puppets with movable limbs, individual decorative features are successfully applied. Pupils use evaluation sheets effectively in order to record personal likes and dislikes after tasting a range of fruits.
134. Year 3 pupils demonstrate the growing ability to sequence actions in a logical progression and learn the need to measure and cut accurately in order to make a photograph frame. By Year 4, designs display increasing detail as pupils explore non-traditional shapes, such as when designing a hand-held torch. Higher-attaining pupils give written reasons for modifying designs, and evaluation sometimes includes aesthetic considerations. Year 5 pupils present more formal presentations of designs where they use plan, front and side-elevation views and provide a 'cutting list' of materials and tools. Investigation is a feature of Year 6 work. Pupils are clear in their understanding that, although a joint may be accomplished in a variety of ways, only a few will be suitable for the intended purpose. Making processes and procedures are sound throughout the school. No significant differences were seen during the inspection in the achievement of boys and girls or of pupils from minority ethnic origin. Good planning to support pupils with special educational needs enables them to make good progress.
135. Pupils' attitudes are satisfactory and sometimes good. Good attitudes are more evident as older pupils come to realise that design and the modification of design are necessary parts of the making process. Pupils work together effectively in pairs and small groups, sharing ideas, materials and equipment in a good spirit of co-operation.
136. Leadership and management are satisfactory. The co-ordinator is newly appointed to the role but has made a good start by collecting a selection of exemplary examples of pupils' work to form the basis of a portfolio of assessed and levelled work that will aid teachers' assessments of future work. An audit of resources has identified what needs to be acquired to fully access the scheme of work, including additional construction kits that enable pupils to study and use gears and motors.

GEOGRAPHY

137. Standards at the end of Years 2 and 6 are in line with national expectations, although pupils make good progress overall. This represents an improvement since the last inspection. No lessons were seen in this inspection because of timetabling arrangements and evidence was gleaned from scrutinising pupil's work, teachers' planning and talking to pupils.
138. By the end of Year 2, pupils have a good recall of recent work concerning their own and other localities. They enthusiastically describe maps that they have drawn up to show features of the area in and around the school, and recorded work shows appropriate, simple map work to illustrate. They talk knowledgeably about fieldwork in the area, conducting a traffic survey on different roads around the school and recording their results on a tick sheet and

computer. They identify features in their local environment, such as buildings and churches, draw up a simple key to identify familiar features and use appropriate vocabulary, such as 'symbols', 'route' and 'key'. Pupils describe features that attract them and those that spoil the area. They show a developing knowledge of environments when they compare a seaside locality with their local area and make detail comparison between houses in their own locality with those of the Masai people of Africa.

139. Pupils at the end of Year 6 are enthusiastic about their work. While their recall is largely good, they need to be reminded of work covered and, although good coverage is evident, their recall is sometimes fragmented and pupils have difficulty organising their thoughts. They say that this is because some work was 'a long time ago'. They understand the significance of the destruction of the trees to people's livelihoods and loss of resources for food for people and animals. They also show understanding of the loss to the wider world, such as climate change. When studying life in an Indian village, they compare life in the village with their own and try to develop a bank of games that Indian children might use. They use computer power point presentation well during their 'weather' topic using key vocabulary, such as 'equator' and 'temperature'. They can measure rainfall, draw representative graphs and study the information gained in different ways. They compare British and European climates using line and block graphs. No significant difference is evident in the achievement of boys and girls or of those from minority ethnic origin. Work planned to support pupils with special educational needs is good and enables them to make good progress.
140. The quality of teaching and learning is good, despite some difficulties caused by timetabling arrangements. Teachers provide work that is interesting and captures pupils' imagination. They enjoy their lessons and are eager to talk about their achievements. Visits and visitors and special days, such as the 'French day', enhance learning well. Teachers' planning is thorough and is well supported by the good quality scheme of work that has recently been comprehensively reviewed by the co-ordinator. Overall, however, teachers still tend to plan mainly to impart knowledge and, although evidence shows that some personal investigative work has been done, this is sometimes limited. This is partly due to the lack of resources which does not enable all pupils to do practical work at the same time. The co-ordinator is aware of this and a new resource bank is being prepared.
141. Leadership and management are satisfactory. The new co-ordinator has scrutinised pupils' work and drawn up an action plan to help improve the teaching programme. Her role is not fully developed, however, as no monitoring of teaching has occurred.

HISTORY

142. Standards in history are in line with national expectations by the end of Years 2 and 6. Pupils make good progress overall. Standards are similar to those seen at the time of the last inspection.
143. No lessons were seen in Years 1 and 2, but evidence gathered from scrutiny of pupils' work, teachers' planning and talking to pupils indicates that pupils have a satisfactory knowledge of the past. Pupils talk with confidence and enthusiasm and have satisfactory recall of their work. By the end of Year 2, they are becoming adept at using primary and other sources when they study pictures and artefacts of old and new toys, developing a sense of chronology when they place them on a time line. Having learned how the teddy bear was invented, they accurately sequence the development of the toy, through 'Winnie the Pooh', 'Paddington Bear' and 'Superted' up to present day. They develop historical terminology and sequence events in their own lives. They understand the difficulties people experienced when moving

between places as they study the development of transport through the ages. They also recognise some features of Victorian schools and of people and events of the time.

144. By the end of Year 6 pupils have a sound knowledge of life at the time of the Romans, accurately describing how the Roman army functioned, showing empathy with the deprivations of the life of a slave. They understand the hieroglyphics of Ancient Egypt and are aware that they provide a significant historical source in writing. They have satisfactory knowledge of the Tudor period and many of the important events and people of that time, successfully using the Internet in studying Henry VIII's wives. Pupils sensibly discuss the need for evacuation and how and why the role of women changed World War 2. Sometimes recall of previous work is unsatisfactory. Pupils say this is because they have not studied the subject 'for a long time'. No difference is evident in the achievement of boys and girls or those from minority ethnic origin.
145. The standard of teaching and learning is good in the infants. It varies from unsatisfactory to good in the juniors but is satisfactory overall. Teachers usually plan well for history lessons, although some uninspiring work on 'The Blitz' for older junior pupils was seen during the inspection. Where teaching is good, history is brought to life. Pupils enjoyed a '1940s' day in school, dressing in suitable clothes, learning popular songs of the day and eating a typical wartime dinner. Teaching is also good when pupils are required to reflect on issues raised in lessons and to express their own thoughts and ideas in their work. In these instances, work is interesting and pupils are well motivated and have a positive attitude to the subject. They listen well and are eager to share their knowledge, leaving no time for off-task behaviour. Overall, however, teachers tend to plan mainly to impart knowledge rather than to develop pupils' skills. Insufficient time is given for pupils to engage in independent personal research, using books, information and communication technology and other resources. Timetable arrangements are a weakness, particularly for pupils with special educational needs, because they have difficulty recalling work done several months or more ago. Occasionally, pupils who are identified with behavioural difficulties do go off task and disrupt the learning of others.
146. Leadership and management are satisfactory. The new co-ordinator is already having an impact, but has not yet monitored the quality of teaching. She has reviewed the scheme of work thoroughly to give very good support to teachers' planning. From scrutinising pupils' work she has identified weaknesses, discussed provision with staff and drawn up an action plan. She is aware that resources are insufficient for pupils to have proper 'hands on' experience, particularly in the juniors, and that there are insufficient non-fiction books for pupils' independent research. She has started to address this. In order for the subject to improve further, there is an urgent need to establish regular monitoring of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Standards for pupils age seven and eleven are satisfactory. All pupils make good progress in their learning. Expectations of the subject have changed since the last inspection and demands on pupils are now greater. Standards, however, have steadily risen in line with these raised expectations. There are no differences in pupils' achievement caused by gender, ethnicity or by pupils' prior attainment.
148. By the end of Year 2, pupils log on, find and load programs from the hard drive, work upon that program and log off ready for the next user. Pupils control a mouse to move the cursor round the screen, click to enter different parts of programs and many use the keyboard with dexterity. At the end of lessons older pupils save their work and exit programs efficiently. Throughout the school, pupils develop and practise word-processing skills, changing pieces

of text into the 'Jack and Jill' rhyme using highlight and enter keys. They use spell and grammar checkers to correct their work. By the end of Year 6, pupils use data-handling programs to produce graphs and charts from their investigations in numeracy work and use sensor and control logo programs for science and mathematics. The curriculum is broadly planned and uses units of a nationally published scheme of work to develop skills and understanding. As they move through the school, pupils build up a good skills base across a wide range of communication equipment. Pupils use tape recorders, overhead projectors, compact disk players, digital cameras, televisions and video recorders effectively. Pupils use the range of software in most subjects and learn how to use it well when researching and editing information.

149. The quality of teaching is good with much very good teaching also occurring. As a result, pupils develop a secure skills base from the good range of experiences that build their confidence. Teachers have good understanding of the programs that are available and directly teach computer skills in the computer rooms. Teachers are developing their own programs to support learning, such as in shape in mathematics, beyond those provided in the commercial scheme. On occasions teachers are too controlling and expect all pupils to be able to do the same task together, regardless of their prior learning or abilities. Teachers have high expectations of pupils' ability to use the equipment correctly. When given opportunity to work alone, pupils are diligent and develop their understanding well. Teachers plan a comprehensive and consistent curriculum that progressively builds up pupils' skills, knowledge and understanding. Teachers share their own expertise and knowledge with each other and with pupils, and use ongoing assessment of pupils' work to guide learning further. Pupils respond positively and are careful not to interfere with the work of others. Pupils practice their skills and support each other with explanations and demonstrations.
150. Leadership and management of the subject are good. The co-ordinator has oversight of the quality of teaching in classes and in his management gives specific help to support the teaching and learning. He demonstrates good practice to colleagues and supports them in lessons. A trained classroom assistant supports work in the computer room, helping teachers in the delivery of lessons and pupils in using equipment: the classroom assistant also teaches reception children twice weekly in the auxiliary 'Rover Room'. The outcomes of good monitoring of the match of planning to learning, together with areas for improvement and development, are identified clearly. The co-ordinator is building up a portfolio of work samples to be levelled against the criteria of the National Curriculum that will offer further support to teachers in their planning and assessment of standards and pupils' progress.
151. Resources are good and are subject to continual updating with new equipment regularly being considered, including the purchase of a set of 'Alphasmart' machines to enable pupils to practise keyboard skills. A set of laptop machines with wire-less connections is due to be delivered in the near future. The school has a good range of programs for the further development of skills and to support the wider school curriculum.
152. Some issues of health and safety and equality of opportunity are evident, however, in the computer suite and 'Rover Room', due to the positioning of machines and the height of non-adjustable stools and chairs. While smaller pupils have to lean back to look up to see the screen, taller pupils have to peer down. This poor positioning affects pupils' posture and hand position, resulting in wrists that are unsupported and subject to muscle strain. Within classrooms, left-handed pupils have access to a range of resources such as left-handed scissors, but none have opportunity to use a mouse that enable pupils to use their left hands efficiently.

153. The school has made satisfactory improvements since the last inspection in most areas, including pupils' skills, knowledge and understanding, resources and teacher training. Lessons are planned and skills taught to pupils to enable them to use the Internet and send electronic mail. The use of the Internet gives good support to pupils' learning. Pupils develop their researching skills further, using appropriate websites during before-school and lunchtime clubs. The timetable for use of the computer room has been well planned with the opportunity for each class to use the equipment during the mornings to support different subjects on a weekly booking system. The afternoons are well planned for specific information and communication technology skills teaching for each year group.

MUSIC

154. Standards of attainment in music have improved since the last inspection, and are now above national expectations at the end of Years 2 and 6. This is largely due to the very good quality teaching of the specialist music teacher, the well-balanced curriculum, which provides very good coverage of all elements of music, and the rich experience provided. Pupils are challenged, highly motivated and participate with enthusiasm and joy. Pupils of all abilities, including those with special educational needs and those from minority ethnic origin, make very good progress as they move through the school. Instrumental tuition for the keyboard, violin, brass and guitar, together with the choirs, instrumental and recorder groups, has a positive impact on the standards and provides good opportunities for the most able musically.
155. From Year 1 pupils benefit from the teaching of the specialist music teacher. Overall, pupils' skills, knowledge and understanding are good in all year groups. They have a wide and suitable range of experiences in listening to and appreciating music and in learning to compose and perform. During the Foundation Stage singing and singing games are a regular feature.
156. This early learning is built upon well and, by Year 2, pupils sing tunefully and explore different sound sources through voice and instruments. They can make sounds to represent characters in the story of 'The Three Little Pigs'. Pupils decide how they are going to play their instrument, and they practice and rehearse their composition, which is performed, recorded and assessed. The mixed-ability groups work together to form a composition plan with pupils playing an instrument suited to their capabilities.
157. Pupils' musical ability develops effectively as they move through the school, building on the skills inspired by exciting teaching. Year 3 pupils explore rhythmic patterns with the understanding that rhythms can be repeated in cycles, and describe percussive sounds in terms of timbre, dynamics, duration and texture. They discuss what ostinato is, listen intently to African drumming and are capable of planning and composing a cyclic pattern. Year 6 pupils refine their performing and have developed a broader knowledge of differing varieties of rhythmic music. Pupils evaluate their performance, difficulties and achievements. A feature of all lessons is the lively start which catches the attention of the group. On only one occasion were pupils seen to not be fully on task. Pupils' performance is evaluated effectively and there are high expectations of what they are able to achieve. Pupils' compositions are often recorded for later use or for assessment purposes. The use of information and communication technology, however, is underdeveloped.
158. Pupils play their instruments with infectious enjoyment. They are eager to respond to challenging questions and show their understanding of the technical vocabulary. They sing joyfully and tunefully in assemblies and sing as they walk back to class. This makes a good contribution to pupils' spiritual welfare. They show good self-discipline and handle instruments with care and respect.

159. The specialist teacher's very good subject knowledge and dedication provides the pupils with a rich musical education. There are good opportunities for instrumental tuition. Care is taken to ensure that pupils who have instrumental tuition do not miss the same lessons each week and all pupils have access to all aspects of the curriculum, including extracurricular clubs in which boys and girls actively participate. Pupils have opportunities to participate in concerts, class assemblies and other performances throughout the year. They sing in both the Parish and Baptist churches and with pupils from other schools locally and at the Symphony Hall.
160. The quality of teaching and learning is enhanced by the good resources available and by the variety of extracurricular opportunities, though there is a need to extend pupils' experience of the more unusual instruments from other countries. The instrumental lessons make a very valuable contribution to the progress of the pupils involved. A good range of performance opportunities develops both the pupils' musical and social skills. There are good cross-curricular links particularly with literacy. Music is an important part of school life for many pupils. It plays a valuable role in pupils' spiritual, moral, social and cultural development and in their personal development.

PHYSICAL EDUCATION

161. Standards in infant classes are similar to those found nationally whilst standards of older pupils are above. The position is unchanged since the school was last inspected. Some very good and consistently satisfactory teaching, related to a balanced curriculum that includes good swimming provision, ensures that all boys and girls, including those with special educational needs and pupils from minority ethnic origin, make good progress. The inclusion of opportunities for outdoor and adventurous activities could enrich the curriculum. The school is aware of this as an area for development.
162. Infant pupils enjoy their lessons and work enthusiastically. They take warm-up sessions seriously, utilise space well and show good spatial control. They work co-operatively in pairs, developing their sending and retrieving skills well. Pupils are very well trained to carry apparatus safely and respond well to the high expectations of behaviour and effort.
163. Year 6 pupils effectively learn and practise skills related to basketball, tag-rugby and football respectively. Pupils make very good progress in developing skills related to passing, catching and dribbling within the rules of basketball. Pupils use a good range of apparatus and large gymnastic equipment safely and effectively to practise and develop their skills of travelling, balancing and landing. In the better lessons, the teacher uses individual pupils to demonstrate the quality of their movement to the rest of the class. Most pupils improve their control of movement related to rhythm and speed. They have sound knowledge and understanding of the effect of exercise on their bodies and can explain the importance of warming up and cooling down. They enjoy gymnastic, dance and games activities, and many older pupils perform at above average levels of achievement. Pupils demonstrate very positive attitudes. They learn to evaluate their own performance and that of their peers. Behaviour during lessons directly reflects the quality of teaching. Pupils co-operate happily in paired activities and also in small team-game situations.
164. Arrangements for swimming are good with Year 3 pupils having weekly lessons over a period of two and a half terms. During the final half term, Year 3 and Year 6 weaker swimmers have additional lessons. Records of progress indicate that well over 90 per cent of boys and girls meet expectations of the National Curriculum, by the time they leave school.

165. The quality of teaching is good with two lessons, one in Year 6 and one in Year 1 of high quality. This is good improvement when compared with the last inspection. Most teachers dress appropriately and motivate pupils to dress correctly themselves. In most lessons, teaching is supported by relaxed, friendly and purposeful relationships. Two coaching assistants plan and teach under the guidance of the subject co-ordinator, who teaches the basketball group very effectively. Very good subject knowledge with the ability to demonstrate well, are linked successfully to high expectations of pupils' performance and pace of work. Class management skills are very good as is the very clear planning incorporating 'teaching points' ensure that the lesson flows progressively, culminating with a purposeful cooling down activity. The teacher effectively develops pupils' individual performance through them evaluating their own and others performance to improve the quality of movement.
166. The physical education programme is supported strongly by local sports organisations that play a big part in supporting pupils' skill acquisition in games. They coach pupils in the school and at local sport venues. Pupils' involvement in activities such as sports day, skipping workshops, netball, football and tag-rugby competitions supports the promotion of physical education very well.
167. Leadership and management are very good. The co-ordinator is a subject specialist and a keen advocate of her subject who promotes it well by monitoring teaching and presenting demonstration lessons for her colleagues. A nationally recommended, commercial scheme of work has been introduced and all required strands of physical education are included in teachers' good planning. A comprehensive policy supports this planning well. Resources to teach all elements of physical education are very good.