

INSPECTION REPORT

HARDY MILL PRIMARY SCHOOL

Harwood, Bolton

LEA area: Bolton

Unique reference number: 105189

Headteacher: Miss C Wilkinson

Reporting inspector: Mr B H Cooper
10182

Dates of inspection: 20th – 23rd January 2003

Inspection number: 246452

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Belmont View
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Bolton

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Appropriate authority: Governing Body

Name of chair of governors: Mr J Cowburn

Date of previous inspection: 13th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10182	Mr B Cooper	Registered inspector	English Equal Opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
8263	Mrs M Forsman	Team inspector	The foundation stage Information and communication technology History	
29504	Mrs S Herring	Team inspector	Mathematics Geography Music Religious Education	How good are the curricular and other opportunities offered to pupils?
22556	Mr E Morgan	Team Inspector	Science Art and Design Design and Technology Physical Education Special Educational Needs	How well does the school care for its pupils?

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INFORMATION ABOUT THE SCHOOL

Hardy Mill is an average sized primary school with 191 full-time pupils and two nursery classes with 42 part-time pupils. The school is situated in Harwood, a residential suburb of Bolton, where most houses are privately owned. The pupils are mainly white and British with a very small number from other ethnic backgrounds. No pupils have English as an additional language. A broadly average number of pupils (7.3%) are eligible for free school meals. There are 16 pupils (8.4%) on the special needs' register of whom 2 have statements of special educational need. This is well below the national average. Children join the reception class with broadly average attainment. The school population is very stable with very few pupils starting or leaving at time other than the start and end of the school year.

HOW GOOD THE SCHOOL IS

Hardy Mill is a good school where pupils are well looked after. The school includes all pupils in all aspects of school life. Standards in English, mathematics and science are above average by the end of Year 2 and Year 6. Standards in all other subjects are at least in line with national expectations and sometimes better. The nursery and reception classes give children a good start to their education and they make good progress in all aspects of the foundation stage curriculum. The quality of teaching and learning is good overall. The leadership of the school is good and the Governing Body, headteacher and staff are firmly committed to continuing to raise standards. The management of the school is satisfactory. Budget constraints have prevented the school carrying out all its planned improvements. The school is giving satisfactory value for money.

What the school does well

- Standards in mathematics are above national averages by the age of 7 and well above national averages by the age of 11. Standards are above the national average in English, science and above national expectations in art and design, and design and technology at the age of 7 and 11, and physical education at the age of 11.
- Pupils have very good speaking and listening skills
- Standards and progress are good in the nursery and reception classes.
- The pupils have very good attitudes to learning. Their behaviour, levels of personal development, relationships and school attendance are all very good. The provision for moral and social development is very good.
- The quality of teaching and learning is good in the foundation stage, Key Stage 1 and upper Key Stage 2.
- It offers pupils a broad curriculum.
- The school has very good procedures for ensuring the welfare of its pupils.
- Excellent links exist with the local community.
- The headteacher and deputy headteacher provide good leadership.

What could be improved

- Consistency in the quality of teaching and learning
- The use of the assessment of pupils' work and progress to inform teachers' planning
- Opportunities for the Governing Body to be fully involved in shaping the future direction of the school
- The number and quality of fiction and non-fiction books in the school

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in October 1997. Standards have risen in many subjects including English, mathematics and science. The use and understanding of information and communication technology is much better. The quality of teaching is now good and this has improved pupils' progress through the school. The assessment of pupils' work is better, but teachers are still not using the results of it to fully inform their planning. Pupils' behaviour is nearly all of a very high standard and pupils are very keen to learn. Provision for pupils with special educational needs has improved. Budgetary constraints have prevented the school making more progress.

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
	2000	2001	2002	2002
English	A	A	B	D
mathematics	A	D	B	C
science	B	E	B	C

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

The table shows that, on the basis of the 2002 standard assessment test results, pupils at the end of Key Stage 2 achieved standards that were above the national averages in English, mathematics and science. Standards in mathematics and science were average compared to schools with similar numbers of pupils eligible for free school meals, and standards in English below average. Standards have varied over time but were particularly good in 2000. In 2001, standards were lower in mathematics and science. This reflected the ability of this group of pupils and the school had predicted that few pupils would reach the higher level 5.

Pupils' progress is satisfactory in lower Key Stage 2. In addition pupils, throughout the key stage are not well enough informed about how they could improve their work. This is lowering the number of pupils who reach the higher level 5 at the end of Key Stage 2. Currently very good progress is being made in Years 5 and 6. Inspection findings indicate that the standards in English of the current Year 6 pupils are above national averages. However, pupils are not reading a wide enough range of books or developing their writing skills sufficiently in independent work. In mathematics, standards have improved and are now well above national averages with a high percentage of pupils showing a very good understanding of the subject. In science, pupils show a good understanding of the subject.

In the Key Stage 1 standard assessment tests in 2002, pupils achieved standards that were above the national average in reading and mathematics, and well above the national average in writing. Teachers' assessment in science indicated that standards are well above national averages. Inspection findings indicate that standards are now above national averages in reading, writing, mathematics and science. Differences in attainment are explained by variations in the ability of different groups of pupils. Standards are now high in all subjects in Year 1 and this will help to raise standards at the end of Year 2 in the future.

Pupils, throughout the school, are very good at speaking and listening. Standards in information and communication technology are in line with national expectations and still rising. The skills pupils have gained are being well used in other subjects. Standards are above national expectations in art and design and design technology by the age of 7 and 11. In physical education they are above national expectations by the age of 11. Standards in other subjects are in line with national expectations by the age of 7 and 11. Children in the nursery and reception classes make good progress and achieve standards above those expected in personal, social and emotional development, communication, language and literacy and mathematical development by the time they reach Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and really enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are very polite and courteous. Most behave very well in class and around the school.
Personal development and relationships	The pupils' personal development is very good, and pupils like taking responsibility. Relationships between pupils and pupils and adults are very good.
Attendance	Very good. Attendance is well above the national average. Pupils arrive promptly for the start of lessons.

TEACHING AND LEARNING

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

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

The overall quality of teaching has improved since the last inspection and most teachers are now much better at providing work for pupils of different abilities. Teaching is now good overall with some very good and occasionally excellent features. Where occasionally teaching is unsatisfactory, this is mostly as a result of difficulties in managing the class, which prevents pupils learning as much as they could. The highest quality teaching is in Year 1 and Year 6 and pupils are making very good progress in these classes as a result. In the very best lessons, pupils learn very well as they are constantly challenged, teachers' expectations are very high and the pace of lessons is very good. Pupils receive good teaching in Year 2 and Year 5. In Year 3 and Year 4 teaching is satisfactory and could be improved if good practice elsewhere was effectively shared. Teachers are generally making good use of the pupils' literacy, numeracy and information and communication technology skills across the broad curriculum offered by the school.

The teaching of English is good throughout the school. Teachers are very good at developing the skills of speaking and listening. There is a strong emphasis on the teaching of phonics, which is raising standards in both reading and writing. Teachers are over reliant on parents'

support for the teaching of reading in Key Stage 1 and, in Key Stage 2, there are too few opportunities given for independent writing. In mathematics, teaching is also good with some very good elements – particularly in the questioning pupils receive on their mental arithmetic. In the nursery and reception classes, teaching and learning are good in all areas of the curriculum. Teachers and support assistants have very good relationships with their classes and place appropriate emphasis on the children’s personal, social and emotional development. They are very keen for the children to really enjoy learning and are successful in achieving this.

The marking of much of the pupils’ work is not thorough enough and does not give them a clear enough idea of how they can improve. Teachers’ planning does not always take enough account of what pupils can do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school is providing pupils with a broad range of learning opportunities. There is a good range of extra-curricular activities for Key Stage 2 pupils.
Provision for pupils with special educational needs	Satisfactory. Pupils are quickly identified and are given clear targets for improvements. Teachers plan successfully for their needs, but there are too few learning support assistants in Key Stage 2.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for the pupils’ moral and social development, good provision for their spiritual development and satisfactory provision for cultural development.
How well the school cares for its pupils	Very good. There are very good procedures for ensuring the pupils’ safety and welfare. Assessment procedures are satisfactory but not yet fully informing the planning of future work in most subjects.

There are good links with parents. Parents are very keen to help their children at home and make a significant contribution to the standards achieved in school. The school provides good quality of information for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and deputy headteacher provide good leadership and there is a strong commitment to continue to improve the school and to raise standards further. The management of the school is not yet fully effective in ensuring a consistently high quality of teaching and learning throughout the whole school. Budget restraints have prevented management responsibilities from being fully delegated to other staff.
How well the governors fulfil their responsibilities	Satisfactory. The Governing Body is supportive and is keen for the school to do well. They have limited opportunities to become involved in helping to decide the future direction of the school.
The school's evaluation of its performance	The school is not yet monitoring the quality of teaching and learning rigorously enough. Teachers with management responsibilities have not become sufficiently involved in evaluating the work of the school. There is too little opportunity for spreading good practice in the school.
The strategic use of resources	Good. The school has very limited finances but any spending is closely linked to the school improvement plan. The school is careful to spend money wisely, and is working hard to reduce its deficit budget.

There are sufficient well-trained teachers, but the school does not have enough learning support assistants available in Key Stage 2. Accommodation is good both inside and out. The school has made efficient use of the space available. Learning resources are satisfactory overall, but there is a shortage of good quality fiction and non-fiction books in the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress in school • The teaching is good • The school is well led and managed • The school expects their child to work hard and achieve their best • The school is helping their child become mature and responsible 	<ul style="list-style-type: none"> • Homework • Information about how their child is getting on • Extra-curricular activities

The inspection team agrees with the positive points made by parents. Homework is satisfactory but parents are not always given enough information about the type of homework to expect. Information for parents about how their child is getting on is good, but could include some clear targets for improvement. There is a wide range of extra-curricular activities for Key Stage 2 pupils and the school is planning activities for Key Stage 1 pupils starting in the summer term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they join the reception class is broadly average. The majority of children who join the reception class have previously attended the part-time nursery in the school. In the nursery they receive good teaching and settle well in to the routines of school and are taught to play and learn together. In the reception class, they continue to receive good teaching and make good progress in all areas of the foundation stage curriculum – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world, physical development and creative development. They exceed the standards expected by the time they join Year 1 in communication, language and literacy, mathematical and personal development.
2. The National Curriculum test results at the end of Year 2 for the three years up to 2002 indicate that standards have remained above or well above national averages in both reading and writing. In mathematics, they were in line with national averages for two years and then improved to well above average in 2001. In 2002, standards were above average in reading, well above average in writing and above average in mathematics. 97% of pupils reached level 2 or above in reading and writing tests, and all pupils reached level 2 or above in mathematics. Their teacher assessed all pupils as reaching at least level 2 in science. In reading 37% of pupils reached level 3, which was a little higher than the national average. Results were in line with the average for schools with similar number of pupils eligible for free school meals in reading and mathematics and above average in writing.
3. Inspection findings indicate that standards are now above average in English, mathematics and science at the end of Key Stage 1. Standards in speaking and listening are well above average and standards in reading and writing are above national averages. Pupils are given the basic skills to read and write well, but are not given enough opportunity to read to individuals in school or to write imaginatively enough. In mathematics, pupils continue to perform above national expectations and are making good progress in all aspects of the subject. In science, pupils demonstrate a good understanding of the subject and are given good opportunities to find things out for themselves. The slight reduction in standards, compared to the 2002 national test results, identified in the inspection in writing and science is explained by the fact that it is a different cohort of pupils with a slightly higher number with special educational needs.
4. The national test results at the end of Year 6, for the three years prior to 2002, indicate that standards were always above or well above national averages in English. Standards varied in mathematics from well above to below national averages and in science from above to well below. In 2001, the national test results indicated that standards were below average in mathematics and well below average in science. This reflected the ability of the class and had been predicted by the school. Few pupils reached the higher level 5 in these subjects. In 2002, pupils achieved standards that were above national averages in all three subjects. In comparison with similar schools, standards were below average in English and in line with the average for mathematics and science. In English, the number of pupils reaching level 5 was in line with national averages, in mathematics and science it was above. The school achieved its targets

for the number of pupils reaching level 4 and above in English and exceeded them in mathematics.

5. Standards in most subjects have improved since the last inspection. Inspection findings indicate that standards in English are above national expectations by the end of Year 6. Standards in speaking and listening are high. In reading, standards are lowered by the limited variety of fiction and non-fiction books available to the pupils. They are not encouraged to read a wide range of genre or the classics. Pupils are encouraged to use books for research but the selection is limited. In writing standards are good but pupils have too few opportunities to write independently at length. Pupils are making good use of their literacy skills across the curriculum. In mathematics, standards are well above national expectations and pupils demonstrate a very good understanding of the subject. Standards could be higher throughout the key stage, if other teachers had an opportunity to learn from the leading mathematics teacher in Year 6. Pupils are making good use of their mathematical skills in other subjects such as science where they are able to display their work in the form of graphs. In science, pupils have a good understanding of the subjects and are able to use this knowledge to find things out for themselves.
6. Pupils identified by the school as having special educational needs make good progress towards achieving the targets set out in their individual educational plans. Pupils take a full part in classroom activities and are well supported through, where necessary, work planned for them individually. Their progress overall is similar to their classmates. Their individual educational plans are reviewed termly and challenging but realistic targets set for them. In many instances, older pupils have progressed sufficiently to take a full part in group activities and their work is often in line with other pupils in the class.
7. Standards are above national expectations in art and design and design technology at the end of Year 2 and Year 6 following good progress. They are above national expectations in physical education at the end of Year 6 following good progress through Key Stage 2. Standards in information and communication technology are in line with national expectations at the end of Year 2 and Year 6 but are improving as the result of staff training, better resources and greater use of the subject across the curriculum. Standards and progress are satisfactory in physical education at the end of Year 2 and in music, geography and history at the end of both key stages. Standards in religious education meet the requirements of the locally agreed syllabus.
8. The school has set challenging targets for Key Stage 2 pupils in English and mathematics for 2003 for numbers reaching level 4 and above in the National Curriculum tests. The target for the numbers of pupils to reach level 5 in English, of 29% of the class, is not as challenging as it might be. The target for mathematics of 46% of pupils reaching level 5 provides a much greater challenge.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to school and to their learning. This indicates that there has been good improvement since the last inspection when the unsatisfactory behaviour of some pupils was mentioned as part of a key issue. Pupils are generally very well motivated and contribute well to the topics being studied and involve themselves in lessons and other activities. The general atmosphere in school is very positive and pupils acknowledge the need for order by demonstrating very good and sometimes excellent self-discipline. Parents agree that their children enjoy school.

10. Pupils are very well behaved in and around the school. From an early age pupils are encouraged to observe social protocols such as taking turns and being responsive when addressed. This leads to pupils in all classes demonstrating very high levels of confidence and on occasions being prepared to challenge the views of the teacher and their classmates. In one class, a small number of pupils are unable to manage their own behaviour and are heavily dependent upon the support of the teacher. Any incidents of oppressive behaviour that may occur are well managed and, as appropriate, involve parents. There have been no exclusions, and the perception of parents is that behaviour in school is good.
11. Pupils' personal development is very good and relationships across the school are very positive. The majority of pupils know and understand the "Hardy Mill Way" of acting responsibly and sensibly in and out of school. The majority of pupils are co-operative when asked to complete work out of school for example following up work started in classes and completing their homework. Class assemblies are exciting occasions with pupils demonstrating their keenness to participate. During these assemblies, pupils manage their own activities and take full responsibility for their presentations.
12. In lessons, many pupils of all ages are prepared to take responsibility for their own learning. This is particularly evident where teachers of younger pupils have very high expectations. The School Council provides further opportunities for pupils in Year 2 to Year 6 to develop their social skills. They provide very good contributions to debates and view the council as an occasion for their views to be heard. Good work assemblies and 'get-togethers' provide regular opportunities for the celebration of pupils' achievements in and out of school. All parents believe that the school is helping their children to become mature and responsible.
13. Pupils with special educational needs have good attitudes to school and to learning. They show interest in their work and co-operate with other pupils in small group work. They are fully involved in class work. Their teachers value their contributions and this effectively improves their self-confidence and makes a positive impact on their personal development.
14. Attendance is very good. During last year the rate of attendance was 95.8%, which was well above the national average. For the same period there were no unauthorised absences. Parents are fully aware of the need to authorise absence and of the expectations for attendance. School starts punctually and pupils arrive on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. During the period of the inspection, teaching was excellent in 7% of the 42 lessons observed, very good in 19%, good in 43% and satisfactory in 24%. There were three unsatisfactory lessons. Most of the very best teaching was observed in Year 1 and Year 6. Teaching throughout the school is good overall, and this is enabling the pupils to make good progress through the Foundation Stage, Key Stage 1 and upper Key Stage 2. Progress in lower Key Stage 2 is satisfactory.
16. The overall quality of teaching has much improved since the last inspection. Teachers are now much better at planning for pupils of different abilities. This has been helped by the introduction of the national literacy and numeracy strategies. Whilst teachers are generally planning more interesting activities for the pupils, they are not yet taking full enough account of the assessment of pupils' progress in the core subjects of English, mathematics and science, nor assessing progress sufficiently in the other subjects.

Nearly all teachers are very successful in managing the behaviour of the pupils in their classes. However a small number of pupils are being allowed to disrupt some lessons in Year 4, where the teacher has not received sufficient support or advice on how to deal with these pupils.

17. The quality of teaching in the Foundation Stage is good overall and very good in the area of communication, language and literacy. All the staff show a good understanding of how young children learn and share the same high expectations. They have very good relationships with the children, and place appropriate emphasis on their personal, social and emotional development. From when the children first start in the nursery there is strong emphasis on the value of learning. Teachers use an effective range of strategies and question the children well. They plan well and make good use of the available learning resources.
18. Teachers have a good knowledge and understanding of the subjects they teach. Teachers are using the recommended literacy and numeracy strategies successfully and this has had a positive impact on pupils' learning. The approach has been kept to meticulously and little evaluation has been carried out to see if there should be any adjustment as a result of teaching experience. This is particularly so in the teaching of reading, where the school is relying heavily on guided reading, and in giving pupils opportunities to carry out more independent extended writing in Years 5 and 6. Good use is being made of pupils' literacy and numeracy skills across the curriculum and this is helping to raise the performance in many subjects. Teachers throughout the school are planning much wider use of information and communication technology across the curriculum, and the subject is well taught. They show a much greater knowledge of and confidence in using these skills both for themselves and for the pupils. The Internet is being well used to enable pupils to do their own research. Teachers are also making better use of investigational work in science and mathematics and this is enabling pupils to use their knowledge to find things out for themselves.
19. Teachers have recently been using recommended planning and following the Qualification and Curriculum Authority plans for foundation subjects. Whilst there is much to commend this, teachers are not always adapting these plans sufficiently for their classes and therefore not taking enough account of what their pupils have already learnt. They do not always take enough account of the results of formal assessments and what they know about their pupils when planning. Teachers are beginning to share the learning objectives with their class, but in most lessons too little use of them is made to really drive the pupils' learning forward.
20. Teachers have increasingly high expectations of what the pupils can do and this has raised standards, particularly in the core subjects of English, mathematics and science. In Year 1, pupils are constantly challenged to think and respond and attainment is higher than expected in all subjects as a result. This should have a very positive impact on standards in Year 2 next year. In Year 5 and Year 6, teachers are also enabling the pupils to make good progress. However, they have to work very hard to speed up progress following satisfactory learning in Year 3 and Year 4. In one of the classes, pupils are not encouraged to make decisions about their learning or to work independently. This is slowing progress. In the other, a small number of pupils are being allowed to disrupt some lessons and this is having a negative impact on pupils' learning. There is a greater understanding of the needs of higher attaining pupils in most classes, and they are being identified within the school so that extension work is available for them. The approach to this is not yet consistent across all classes.

21. Relationships in the school are very good. The vast majority of pupils are highly motivated and very keen to learn. Most teachers make very good use of the school's approach to giving rewards and recognising and praising good behaviour. Classes are well managed. The headteacher is very involved in this process and is keen to recognise hard work and high standards. Practice is not consistent however. The new teacher in Key Stage 2 has not been well inducted into the school's routines and has not been given sufficient support to cope with pupils who are known to have behaviour difficulties.
22. As a result of budgetary restraints, no learning support assistants are available to help in Key Stage 2 each morning, and those in Key Stage 1 are mainly engaged in helping pupils with special educational needs. Where classroom assistants are available, they are well used by teachers and they offer good support to pupils. They have a clear understanding of what is planned for lessons and inform the teacher of the progress of the pupils they have helped. Some good use is made of parental help but few parents are available to help in school.
23. Class teachers know their pupils well and lessons are planned for different ability groups including those with special educational needs. Teachers make good use of pupils' individual educational plans. These pupils are fully integrated and play a full part in classroom and school activities. When opportunities allow pupils are supported in their learning by classroom teaching assistants and local education authority staff and this is very beneficial to pupils' learning. There is too little additional support for pupils with special educational needs in Key Stage 2 and this is sometimes slowing their progress.
24. The quality of teaching and learning in English is good. Teachers are very good at offering pupils the chance to take part in both planned speaking and listening activities and class discussions. This is resulting in very good progress and very high attainment in this area of learning. Teachers in Key Stage 1 place good emphasis on the learning of phonics and this is improving standards in both reading and writing. In Key Stage 1, there are not enough opportunities for individual reading in school and there is an over reliance on parents hearing pupils read. In Key Stage 2, teachers give too few opportunities for independent extended writing. Overall, however, the teachers approach to teaching English is effective and is helping to raise standards in the school.
25. The quality of teaching and learning in mathematics is good overall and this is helping pupils to learn well. The highest quality teaching observed in Year 1 and Year 6 is exciting, challenging and lessons start with quick fire questioning. Teachers in some classes try to move round and help all the pupils in the class. This is not effective use of their time and is slowing progress in some lessons.
26. Science is well taught and in the very best lessons, pupils really respond to the enthusiasm shown for the subject by the teachers. Teachers are encouraging and question the pupils well. They make good use of group work. The teaching of art and design is good throughout the school. Teachers have good subject knowledge in the subject and celebrate the high quality of artwork through impressive displays in the school hall, shared areas and classrooms. The quality of teaching and learning is also good in design and technology. Teachers place a strong emphasis on the quality of design and encourage pupils to evaluate the outcome of their work. Teaching is good in physical education in Key Stage 2 with well-planned activities and lessons that proceed at a good pace.

27. The marking of pupils' work is unsatisfactory in most classes. Pupils are not given a thorough understanding of how their work can be improved. Too often marking is limited to ticks and crosses with no evaluative comments. Some teachers are beginning to experiment with individual targets and this is helping pupils' learning as specific areas for improvement have been identified. Not all work is dated which makes it harder for teachers to judge progress over time.
28. Pupils are given regular homework, which reinforces or extends their schoolwork. Parents are not always given clear enough information about the amount of homework that will be given in each class. This information is not always included in the termly curriculum newsletter.

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

29. The school's curriculum, the range and quality of learning opportunities, and equality of access for all pupils are good. The school has understandably given priority to the teaching of English, mathematics and science leading to above average standards in these subjects. Nevertheless the school allows sufficient time to provide suitable learning opportunities in all other subjects, with good provision in design and technology and art and design across the school and in physical education in Key Stage 2, leading to above average standards. The quality of the curriculum is also now good in information and communication technology, but this has not yet had time to impact on standards. This improvement in the curriculum is due to the successful introduction of national strategies for teaching literacy and numeracy and the adoption of nationally recommended schemes of work in other subjects. Time is used well, and the early break in the morning enables two lessons to be taught between break and lunch to cover the curriculum successfully.
30. Provision for pupils in the Foundation Stage is good. Learning opportunities are securely based on the six areas of learning, allowing children to make good progress and to achieve the expected Early Learning Goals. Pupils in the Reception class transfer smoothly to the National Curriculum programme of study.
31. The provision for pupils with special educational needs is satisfactory. All pupils have full access to the curriculum. Pupils' individual educational plans are detailed and activities well matched to their needs and are reviewed each term. The special needs register is up to date, well managed and provides useful information about pupils recording the progress they make. Tasks are well matched to classroom activities and pupils benefit from some in-class support from learning support assistants. There are too few learning support assistants in Key Stage 2. When pupils need to be withdrawn this happens at a time to minimise the disruption to learning.
32. The school has some effective strategies for developing pupils' literacy and numeracy skills. There are extensive opportunities for pupils to develop speaking and listening skills across the curriculum, for example in discussing the different arguments for moving the school entrance in geography. Reading and writing skills are taught systematically in literacy lessons and satisfactory use is made of these in other subjects. Good emphasis is given to developing numeracy skills through learning number facts and tables and through regular practice in the initial part of numeracy lessons. A strong feature is the opportunity for pupils to apply their skills to solving mathematical problems and puzzles in most classes and also in using their knowledge in other subjects, for example in drawing to scale when designing a new playground.

33. All subjects of the National Curriculum are taught and the provision for religious education meets the requirements of the locally agreed syllabus. The school meets statutory requirements for daily collective worship. There has been an improvement in the science curriculum through more opportunities to develop enquiry skills, providing more appropriate challenge for higher attaining pupils. Information and communication technology is used as much as possible in most subjects given the current resources, for example Year 6 conduct their own research on tourism in different parts of the world. However, whilst standards have improved in information and communication technology, teachers in Key Stage 2 have not yet been able to fully address all the gaps in the pupils' previous learning. There has been an improvement in religious education through more extensive study of world faiths, though insufficient opportunities are provided for pupils to visit different places of worship or for visitors from different religions to come into school. Sufficient use is made of field trips to improve learning through first hand experiences. A strength in the art and design curriculum is the study and comparison of the work of famous artists and this has a good influence on the quality of pupils' work. Provision for music is satisfactory but there are too few opportunities for pupils, other than those having extra instrumental lessons, to play and perform for an audience.
34. Teachers give generously of their time to provide a good range of extra-curricular activities, including sport, cookery, craft, recorders and fun with books. In addition a choir consisting of a small group of pupils from local schools practises weekly in the school. Older pupils attend a residential activity holiday in Wales. All these activities are currently restricted to pupils in Year 3 to Year 6, though football coaching is to be offered to younger pupils in the summer term. Satisfactory use is made of visits and visitors to school to enhance learning.
35. The school makes good provision for the personal, social and health education of its pupils. There is a useful policy that incorporates a formal programme of study for all pupils. Circle time is timetabled for all classes providing regular opportunities for pupils and teachers to discuss topics of current interest in addition to those readily identifiable with personal development. Personal development is engendered through circle time when pupils are encouraged to discuss their interests and concerns. For example pupils in year 4 elect a 'VIP' of the week who undertakes to bring personal treasures to class and to answer related questions posed by classmates.
36. There is a recently revised drugs' education policy of very good quality that describes the presentation of information to pupils of all ages, thereby enabling them to make healthy informed choices. In addition to the formally taught programme, all pupils attend the Life Education caravan, which visits annually to provide additional information on healthy living.
37. The school's policy for sex education is a good quality document which is due to be reviewed by the staff and governing body. To this end, the school has acquired the recent Department for Education and Science publications. The programme of study presents topics appropriate to the ages of the pupils. The school nurse presents a talk on puberty to pupils in year 6.
38. Citizenship is not yet fully integrated into the curriculum. However, all but the youngest pupils are involved in the School Council. School assemblies, 'get-togethers' and lunchtimes demonstrate to all pupils the advantages associated with an orderly society. All pupils study local industries thereby gaining, throughout their school life, a very good understanding of how businesses work.

39. The school has developed exceptional links with the community, and these make an excellent contribution to pupils' learning. As part of their studies pupils have visited museums, art galleries, theatres and other places of interest. Year six pupils spend a residential activity weekend at Ross on Wye. Pupils and their parents support a national charity each year by raising significant funds. Harvest Festival gifts are donated to the family centre and local children's charities are also supported.
40. Visitors to school support pupils' personal development and topics studies. British Telecom has provided the nursery class with a working telephone system so that pupils are encouraged to develop their communications skills. The school regularly welcomes students and teachers in training while undertaking work experience. And there are good transitional arrangements in place with the secondary schools to which most pupils transfer. To ease the transfer further, the school shares a bridging unit in history with the secondary schools.
41. All pupils take part in the Economic and Industrial Understanding programme. This enables pupils to develop an understanding of the roles and responsibilities of adult working life. Within this programme, pupils spend one week pursuing their class project. These projects have been very well considered by staff and include bread making in reception, soft drink blending in year 4, a mini enterprise scheme in year 5, and a study of the bread and sandwich industry in year 6.
42. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. The provision for pupils' moral and social development is very good. In assemblies, pupils are presented with moral tales from which they learn the nuances of good behaviour. Throughout the school pupils are encouraged to be independent and to make judgments confidently. They are able to do this within a positive learning environment, which encourages partnership in learning, knowing that it is not wrong to be incorrect. Pupils of all ages are prepared to challenge the views of their teachers and classmates. Older pupils identify the good and bad traits of fictional characters. In non-fiction writing for example, when producing autobiographies, they have an opportunity to examine their own values. At lunchtime and during assemblies, pupils demonstrate a very high level of social development. They have a good understanding of their teachers' expectations and respond accordingly. They have good conversational skills and are pleased to share their ideas with adults and classmates. Teachers take advantage of planned and incidental opportunities for social development, for example by letting pupils make decisions within lessons and by involving them in social concerns through such topics as traffic surveys.
43. Pupils' spiritual development is well catered for through creative elements in art, English, physical education and information and communication technology. Pupils respond well to emotional situations encountered in poetry and prose, and are adept at interpreting music through dance. Assemblies follow a weekly theme, which provide good opportunities for reflection and prayer. Extensive displays of artwork around the school, present pupils with emotional templates such as is depicted in Munch's "The Scream". Pupils' cultural development is satisfactory. Pupils have limited experience of cultures outside Europe. Through the religious education scheme of work pupils are introduced to the complexities of other faiths and cultures, which reflect the multi-cultural nature of the area. Within circle time pupils are able to contribute their own feelings, ideas and opinions to class discussions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school has very good procedures for ensuring the health, safety and welfare of all pupils. The head teacher has been nominated to deal with any child protection issues that may arise and has received recent training for this role. The school pursues the policy and guidelines of the LEA. Pastoral issues are an agenda item of monthly staff meetings and recent training material has been disseminated to staff. The head teacher meets welfare assistants each month to keep them informed and to resolve any concerns that they may have. Adults in school are aware of the need to support pupils at all levels of concern.
45. Risk assessments have been carried out for school visits, visitors on the site, equipment and tools, and premises. Fire fighting equipment is checked annually and the risk assessments carried out by the fire officer identified the need for new fire doors. The head teacher and the caretaker meet monthly to review the condition of the building and to resolve any concerns. Several staff have received training in first-aid and first-aid boxes are held in each wing. Staff and lunchtime supervisors following formal procedures maintain accident books.
46. The school's procedures for assessing pupils' attainment and progress are satisfactory but the use made of assessment information to guide curricular planning and to monitor and support pupils' academic progress is unsatisfactory.
47. The assessment procedures in the Foundation Stage are good and present a clear picture of children's attainment and progress. The assessment information is well used to plan the next stage of children's learning and to highlight specific educational needs.
48. The school's assessment procedures for English are satisfactory and for mathematics are good. As well as teachers' informal assessment, pupils' attainment is assessed by means of end of year and mid term tests in the core subjects. End of key stage test results are analysed against the targets set for pupils. Overall the school has begun to use assessment information in the core subjects to identify areas of weakness and the teaching modified accordingly. Whilst English and mathematics are seen as the priority areas, the school also assesses attainment in science against national results. However, no formal assessment procedures are in place for the other subjects of the National curriculum or religious education, although the school is beginning to make use of the Qualification and Curriculum Authority end of topic assessments. Whilst teachers know their pupils well and are well aware of their individual academic strengths and weaknesses, assessment is not well used to guide curricular planning so as to match tasks to pupils needs and to improve individual performance. The school identifies groups of pupils for extra support, such as the booster group and sets generalised targets for pupils in the core subjects. However, monitoring procedures do not enable the school to track individual's progress efficiently and to measure the real progress made. Neither does it enable the school to set individual targets for improvement. The quality of marking is variable and is unsatisfactory in some classes. Teachers make supportive comments, however, in the main, the marking does not indicate clearly how improvements can be made. Pupils, in Key Stage 2 in particular, do not receive a sufficiently critical analysis of the strengths and weaknesses of their work.
49. The school provides good support for pupils with special educational needs in Key Stage 1 and satisfactory support in Key Stage 2. It has very good procedures for identifying pupils with special educational needs at an early stage of their education and good links have been established with local agencies. Initially these children are closely monitored by their teacher and when appropriate placed on the special educational needs register and tasks identified to meet their needs. Individual educational plans are

reviewed termly and pupils' progress, including their behaviour, is effectively monitored. A notable feature is the full integration of these pupils into school activities.

50. The personal support and guidance provided for pupils is very good. Procedures for monitoring and promoting good attendance have proved very effective in maintaining the very high levels of attendance and in minimising unauthorised absences. Teachers and the school secretary rigorously monitor attendance, and are supported by termly visits from the educational welfare officer. The routines for monitoring and promoting good behaviour are extensive and are well promoted in most classes. They include head teacher awards, Monday assemblies for good work, lunchtime awards and house points. Half termly 'get-togethers' enable pupils to make presentations of their own devising and provide an opportunity to celebrate the out-of-school achievements of pupils. On the rare occasions when there is poor or oppressive behaviour evident, these are well managed and parents are generally informed.
51. Transfer between one class and the next is well supported by planned liaison between staff in the summer term. Transition between Key Stage 2 and Key Stage 3 is structured through the use of units of work from both the local education authority and the Department for Education and Science. This is helping the effective transition between classes and to secondary school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have very positive views of the school. All parents responding to the inspection survey believe that the school is well led and managed and that the teaching is good. They also believe that the school expects their children to work hard and achieve their best, and that their children are making good progress. The vast majority of parents would feel comfortable about approaching the school with questions or a problem, but a small number of parents feel that the school could work more closely with parents. A few parents feel that they are not kept sufficiently well informed about how their children are getting on, and think that their children are not getting the right amount of work to do at home. Some parents would like the school to provide a more interesting range of extra-curricular activities.
53. The school provides very good quality information for parents. The prospectus for the school and its nursery are very useful documents for the parents of new children. These are supported by the governors' annual report to parents and termly letters from each class teacher. Annual progress reports for parents are of very good quality throughout the school, although targets for improvement are not included. The school operates an open door policy, which enables parents and carers to have short daily contact with staff if necessary. The headteacher makes herself available to parents at all times. Parents are invited to attend weekly class assemblies and half termly 'get togethers'. Consultation evenings are held each term for parents and staff to discuss pupils' progress. In the summer term, induction meetings are held for the parents of children joining the school in nursery or reception classes. Parents are also invited to special events during the year such as harvest festival, Christmas productions, and the Christingle service.
54. Parents make a good contribution to their children's learning at school and at home. A number of parents help in school on a regular basis and many more support their children on special occasions. Parents of younger children listen to them practising their reading and make appropriate comments in the reading diary. The school has a well established and active Parents' and Teachers' Association, which organises both

fund-raising and social events, which are well supported by staff, parents, governors and friends of the school. Both the school and Parents' and Teachers' Association have sought the views of parents on such issues as the home school agreement.

55. Good arrangements are in place for involving parents of pupils with special educational needs. The school's close links with parents make it possible to inform parents as soon as the school has concerns about pupils' learning. Where pupils have individual educational plans the termly review enables parents to discuss their child's progress with the school and to be aware of targets set. This enables them to contribute fully to their child's development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of leadership and management is satisfactory overall. There are many strengths in the leadership of the school, but areas of the management are less well developed. The headteacher and deputy headteacher provide good leadership and work together well. This has enabled the school to make good improvement since the last inspection by raising standards in English, mathematics and science and some of the foundation subjects. In addition, there has been substantial improvement in the overall quality of teaching although this is not yet consistent across the school. The provision for pupils with special educational needs has also improved. The headteacher has developed a very good relationship with the Governing Body, staff, parents and pupils and she is highly respected by them. She is leading a very popular and caring school where the vast majority of pupils behave very well, really enjoy coming to school, have a strong desire to learn and achieve good standards. The school is working hard to achieve its aims.
57. The management of the school is satisfactory overall. Day to day management of the school is good. It is kept clean and is well ordered with the services of a hard-working and reliable caretaker and cleaner. The day to day administration is carried out efficiently by the headteacher and school secretary. The school has been working to reduce a deficit of £72,000, which was allowed ten years ago by the local education authority to build an extra classroom. The decision to build this classroom has done much to enhance the organisation of the school, and has enabled the school to keep single age classes. However, whilst the school is now close to being rid of this deficit, it has had a negative impact on aspects of the management of the school over time, as it has reduced the amount of time senior managers and subject co-ordinators have had to monitor all aspects of the work of the school. This has meant that the headteacher has not been able to delegate much of the management of the school or the monitoring of quality and has had to undertake too much. This has resulted in some inconsistency in the quality of teaching and learning throughout the school and meant that good practice has not always been identified and shared. In addition the induction of new staff to the school is not thorough and effective. Too little time is spent running through the school routines and policies and there is no opportunity for new teachers to observe the approach to teaching to be used in the school. The monitoring of the quality of teaching, learning and the standards the pupils achieve is not rigorous enough.
58. The deputy headteacher provides a model of very good classroom practice, but has not yet been given sufficient time to use her expertise widely enough in the school. The senior management team of headteacher, deputy headteacher and two key stage co-ordinators is supportive of the school and works together well. Their meetings provide a good forum for discussion and they have successfully overseen the introduction of new initiatives such as the literacy and numeracy strategies. However, they have too little

time to carry out their role effectively or to meet with teachers in their Key Stages, as they have little or no time away from the classroom. Subject coordinators have good opportunities to lead staff meetings to discuss their subject in the school. However financial constraints have meant that co-ordinators have not then been given the time to follow up initiatives in the classroom and gain an overview on standards and teaching in their subject. Subject co-ordinators do feed their own development plans into the school improvement plan, and these usually include the intention to raise the quality of both teaching and learning in the school. However, co-ordinators then have very limited time to monitor this.

59. The Governing Body undertakes its role satisfactorily. It is supportive of the school and its work. Many members are long established and have maintained close links with the school for many years. Governors have successfully overseen a period of building improvement, which included the building of the new classroom ten years ago. They fulfil all their statutory duties and, for example, have developed a well-written policy on racial equality. Governors regularly attend courses run by the local education authority. The content of these courses is fed back to the whole Governing Body, which has proved helpful. The headteacher keeps governors very well informed of what is happening in school through well written and detailed headteacher's reports. As a result they are aware of the both the strengths and weaknesses of the school. Work and other commitments prevent most of the governors from regularly visiting school and monitoring what is happening first hand.
60. Whilst the Governing Body is very keen to support the school, it has not yet extended its role sufficiently. The sub-committees of the Governing Body do meet, but their discussions are informal and the contents and outcome of meetings are not minuted. They are not yet fulfilling their role as critical friend to the school in the areas of finance, curriculum and school improvement. As a result governors are not fully enough involved in shaping the future direction of the school. The headteacher and local finance officer work out the annual financial forecast, and the Governing Body is invited to comment upon it. The finance committee is not involved at an early enough stage and has only a limited role in the monitoring of finances. The completed school improvement plan is also presented to governors and they are given an opportunity to comment. There is no system in place for governor consultation prior to this. On curriculum matters, the Governing Body is aware of initiatives such as the literacy and numeracy strategies, but is not keen to question the headteacher and teachers on what they view as an area of professional expertise. The special educational needs governor brings valuable first hand experience to this role.
61. The school is beginning to evaluate its performance well through analysing the results of standard assessment and other tests and using this to inform teachers of strengths and weaknesses in the pupils' English and mathematics in Key Stage 2. This information also feeds in to the school improvement plan. This plan covers two years and is a comprehensive document. The headteacher, senior management team and subject co-ordinators are all given the opportunity to feed ideas in to the plan. Currently there is too little consultation with the Governing Body and the school is investigating ways in which parents' views can be taken in to account. The school has recently established a school council for pupils who have an opportunity to discuss issues in school, which could feed into the plan. The financial situation of the school currently limits major developments in any area, but the plan is carefully costed where necessary. Whilst the person responsible for each area of improvement and the criteria for success are clearly noted, the time scale for completion is too vague, often referring to a school term rather than a more specific date. Progress on the plan is recorded but

the plan is not yet perceived as being at the heart of the school and really driving forward improvement.

62. The headteacher has recently become special educational needs co-ordinator. The school has fully adopted the recently reviewed Code of Practice and all pupils identified with special educational needs have individual educational plans. These focus on specific learning objectives and take account of previous learning. Clear targets are set for specific periods of time. Parents are kept fully informed. These pupils have good support from their class teacher in most instances and also have support from classroom learning assistants and LEA staff. A member of the governing body has oversight of the school's arrangements for pupils with special educational needs and good links have been established with the receiving secondary schools. Grants received to support learning for pupils with special educational needs are used appropriately, and the school is adequately resourced.
63. Day to day management of the finances is efficiently undertaken by the headteacher, but the gradual introduction of new technology should enable the school secretary to take greater responsibility in this area. Future financial plans and forecasts of pupil numbers indicate that the current deficit of around 3% of the budget will be cleared in the near future.
64. The school has instituted satisfactory performance management for the staff and the Governing Body have been fully involved in this. Individual and whole staff targets for improvement have been closely linked to the priorities identified in the school improvement plan. Performance management is being effectively used in the school to develop the skills of the teaching staff.
65. The school is not yet fully applying all the principles of Best Value. It does ensure fair competition in its tendering for cleaning and ground maintenance by comparing costs of local education contractors and either direct employment in the case of cleaning or alternative contractors for ground maintenance. Most resources are bought from one supplier, but advantage is taken of any special offers. It does compare its results with other schools in the area and with those with similar numbers of pupils eligible for free school meals, but is not yet fully using this information. The school does not yet have a formal mechanism for consulting with parents about school improvement, although informal account is taken of the views of the parents' association committee. The school, and particularly the Governing Body, is not yet challenging practice sufficiently including the impact of financial decisions on pupils' attainment and making sure that there is a consistently high standard of teaching and learning in every class.
66. Taking in to account the quality of teaching and learning, the standards achieved by the pupils and the higher than average expenditure per pupil, the school gives satisfactory value for money.
67. The match of teachers and support staff to the demands of the curriculum is satisfactory although pupils with special educational needs would benefit from extra support. Teachers have undergone a satisfactory range of training since the last inspection.
68. The accommodation is good. The school occupies a pleasant aspect and pupils benefit from a reasonably sized yard and an adjacent flat playing field. The school is very well maintained, being warm and an attractive learning environment for pupils. The school has a large hall that is used for numerous activities including gymnastics, music and dance as well as a dining hall. It has a very good surface and a range of physical education equipment. Classrooms are of a good size with adjacent work areas. All

pupils have access to computers and the recently installed computers in the work areas in Key Stage 2 are a very worthwhile addition to the school's resources. Overall the school's resources are satisfactory but a significant weakness is the lack of a suitable range of good quality books, both fiction and non-fiction.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards and continue to improve the school, the Governing Body, headteacher and staff should:

- 1) **make better use of assessment to inform planning in Key Stage 1 and Key Stage 2 by:**
 - including learning objectives in all lessons and evaluating pupils' progress towards these;
 - using assessment information in all subjects to adapt the planning of the next stage of pupils' learning;
 - improving the quality of the marking of pupils' work so that they are clearer about how their work can be improved;
 - setting individual targets for all pupils to help direct their learning;
(paragraphs 16, 19, 27, 46, 48, 91, 107, 109, 119, 144, 148, 157, 170)

- 2) **ensure that the quality of teaching and learning is consistently high throughout the school by:**
 - introducing more rigorous monitoring of the quality of teaching and learning;
 - enabling members of the senior management team and subject co-ordinators to participate more in that monitoring;
 - identifying very good practice and making it possible for it to be spread throughout the school;
 - sharing the outcomes of monitoring with the senior management team and relevant subject co-ordinator so that effective action can be taken to improve any weaknesses that are discovered;
 - planning a clear induction programme for teachers new to the school.
(paragraphs 57, 98, 99, 100, 119, 126, 150, 164, 170)

- 3) **give more opportunities for the Governing Body to be fully involved in shaping the future direction of the school by:**
 - formalising the work of their sub-committees and making sure that all meetings are properly minuted;
 - devising ways in which the Governing Body has a greater involvement in the planning and monitoring of both school finances and the school improvement plan;
 - developing the Governing Body's role as a 'critical friend' to the school and being prepared to challenge school decisions;
 - encouraging governors to gain as much first hand information about the school as possible.
(paragraphs 60, 61, 65)

- 4) **continue to place the very highest priority on the purchase of new fiction and non-fiction books.**
(paragraphs 5, 68, 98)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

42

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	18	10	3		
Percentage	7	19	43	24	7		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	191
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	16

English as an additional language

	No of pupils	
Number of pupils with English as an additional language	0	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	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	19	19	19
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	19	17	19
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	97 (100)	93 (100)	100 (100)
	National	85 (85)	89 (89)	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
	2002	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	11	11	13
	Total	24	25	27
Percentage of pupils at NC level 4 or above	School	86 (87)	89 (73)	96 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	11	11	13
	Total	24	25	27
Percentage of pupils at NC level 4 or above	School	86 (80)	89 (77)	93 (90)
	National	73 (72)	74 (74)	82 (82)

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	153		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	5		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani	1		
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	2		

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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	63

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	17

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	440773
Total expenditure	429865
Expenditure per pupil	2067
Balance brought forward from previous year	-19271
Balance carried forward to next year	-8363

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	64	34	0	0	2
Behaviour in the school is good.	56	41	2	0	1
My child gets the right amount of work to do at home.	41	48	8	2	1
The teaching is good.	62	37	0	0	1
I am kept well informed about how my child is getting on.	45	43	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	68	28	2	2	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	49	44	6	1	0
The school is well led and managed.	64	31	1	0	4
The school is helping my child become mature and responsible.	66	33	0	0	1
The school provides an interesting range of activities outside lessons.	35	39	9	3	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The provision for children in the Foundation Stage is good and meets the needs of young children well. Since the last inspection there has been good improvement with the introduction of the Foundation Stage curriculum and the organisation of a coherent unit. Children of all age groups make good progress. The majority achieve all the Early Learning Goals and exceed them in language, mathematics and personal development. The Foundation Stage provides a good start for all children and promotes positive attitudes to learning.
71. The Foundation Stage is made up of a nursery class, which provides two part-time sessions a day, and a reception class. Children normally enter the nursery in the September after their third birthday and stay for three terms. At the end of the nursery year some children transfer to other schools, as the reception class is over-subscribed. A few children join the reception class from other pre-school groups if they meet the admission criteria. At the time of the inspection a small number of children had been admitted to the nursery in October and January because there were vacant places. The children's attainment on entry represents the full ability range and is average overall. Children tend to have better language skills than number. Currently no children have been identified as having special educational needs. Experienced full-time assistants ably support both teachers. Learning resources and accommodation are satisfactory overall and there is a secure outdoor play area. Some resources are old and need to be replaced. Classrooms are in need of refurbishment, and the outdoor play area is adequate but in need of further development.
72. The teachers have successfully introduced the Foundation Stage curriculum following the recommended scheme. Their planning is meticulous and provides appropriate progression in all the areas of learning with scope for extension into the National Curriculum. They use ongoing assessment well to ensure that the needs of individual children are met and maintain long term assessment records which provide a clear picture of the progress of each child. Baseline assessment ensures there is comparative data from year to year. The close liaison between the two classes ensures that there is continuity and consistency of approach through the Foundation Stage.

Personal, social and emotional development

73. This area of learning is given a high priority by teachers and children make good progress. They attain the early learning goals and achieve standards higher than expected by the end of the reception year. The quality of teaching is consistently good.
74. The children are obviously convinced that school is a good place to be and there are interesting things to learn. There is a collaborative atmosphere, which promotes a partnership in learning between adults and children. Attitudes to learning are very good. Children listen attentively to their teachers and are keen to answer questions. They enjoy taking responsibility for their learning and in completing tasks properly. Staff are sensitive to the needs of young children and establish very good relationships with them. They are aware of what might intimidate children and what reassures them.
75. Teachers devise routines that are manageable so that children settle quickly and are soon able to undertake jobs independently. They encourage good relationships

between children and point out where others might need help. Children respond well and are willing to look after each other, share and take turns. They know what kind of behaviour is expected of them and are developing an understanding of right and wrong. Such issues are discussed in whole class sessions and in religious education lessons in the reception class. Religious education is carefully planned and gives children the opportunity to think about issues such as friendship and honesty. Children are familiar with many aspects of the life of Christ and know there are stories about him in the Bible. They have been introduced to other faiths and were able to compare Jesus' calming the storm with the baby Krishna touching the waters.

Communication, language and literacy

76. Children make good progress in this area because their learning is well planned and managed. Their initial language skills are extended in the nursery year and they are able to make rapid progress in the reception year. By the end of the Foundation Stage the majority of children exceed the standards expected of them. The quality of teaching is very good and is characterised by the effective strategies for promoting writing and reading skills. The teachers and classroom assistants demonstrate considerable expertise in devising activities and set high expectations. They use language and questions effectively to encourage children to speak.
77. All staff involved in the Foundation stage show a good understanding of the ways in which early speaking and listening skills can be encouraged. There are many planned opportunities for children to speak. In the nursery for example children take turns to "read" a page of the Three Bears big book to the class using their familiarity with the story and clues from the pictures, they are eager to do so and are very pleased with their success. Teaching includes various games and ploys, which foster good listening skills. Reception children have to frame questions accurately and listen to each answer carefully when playing a yes/no game with their teacher. Staff set good models for children in their own speech and conversation and make it clear to children that their words are important. Consequently, children speak clearly, address adults confidently and listen to others.
78. Great importance is placed on early reading skills. These are incorporated into many activities and children are encouraged to become aware of letters, sounds and words from the beginning of the nursery year. They are helped to notice letters for instance in their names and to associate them with their sounds. Children are encouraged to take an interest in stories and to develop sequencing skills. Follow-up activities, such as a play scene with bears, allow them to retell stories in their own way. Shared and guided reading activities in the reception class are expertly planned and managed. At the time of the inspection children were reading a range of familiar words, recognised the sounds for letters and combinations of letters and were reading short sentences independently. A minority were already exceeding the Early Learning Goals. Teachers demonstrate a very effective range of strategies to promote learning through direct input. Children read regularly in school and parents support them at home by hearing them read. Communication between home and school is maintained through a reading diary. Good assessment ensures that children's reading tasks are well matched to their needs.
79. Writing skills are promoted very well. At the time of the inspection the reception children were already undertaking independent writing. They use their knowledge of phonics to identify the initial and last sounds, write familiar words in full and are aware of spaces and full stops. They form letters well and readily write their names. By the end of the Foundation Stage the majority are writing sentences, which are legible and informative.

Teachers are prepared to spend time with children discussing what they want to write and how they think the words will look before they start writing. This allows children to think ahead and build up an image. A similar process is used in the nursery when the teacher discusses with the whole class what they might like to write and acts as a scribe modelling the sentence for them. As in other areas of learning, children are given interesting ways of practising their skills for example in making greetings cards and writing suitable messages.

Mathematical development

80. Although the children's attainment is marginally weaker in this area on entry, children make good progress in the nursery towards the early learning goals. The rate of progress is maintained in the reception class so that the majority of children exceed the early learning goals by the time they leave the Foundation Stage. The good quality teaching ensures that numeracy is not only taught directly but is also integrated into practical activities in ways, which intrigue children. By the end of the Foundation Stage most children are very confident with numbers up to 20 and have begun to record their calculations. A significant number are ordering and writing much larger numbers, some up to 50. Their numbers are well formed and legible. They also know a range of coins and recognise their value.
81. At the time of the inspection less than half way through the year, reception children confidently name five 2 dimensional shapes and identify them by the number of edges and corners. A few select shapes by refined criteria such as those with "four, or more than four sides". Teaching strategies like making a game out of counting in our heads encourage accuracy and independence. At the same time most children in the nursery know colours and count accurately to 5, some to 10 and enjoy the number element in stories such as the Bear Hunt. Older children have investigated weight and use drawings to illustrate their findings such as "2 apples are heavier than 1 packet of biscuits". They have begun to investigate addition by rolling dice and adding up the spots and to explore the consolidation of number by finding many different ways of making 6. They enjoy ordering numbers to 20, add on 2 by counting on silently from 17, and understand more than and less than.
82. The continuous provision of practical resources allows children to practise and develop their numeracy skills. For example following the teacher's input on shapes, children have the opportunity to make the shapes in sand, dough, blocks and as sandwiches for the café. Staff keep a good balance between directing children and allowing independence.

Knowledge and understanding of the world

83. Children make good progress in this area of learning and achieve the early learning goals by the end of the Foundation Stage. The quality of teaching is good and encourages children to explore and investigate. Children are given good opportunities to develop confidence in information and communication technology. They know the computer parts and their functions and use the keyboard to enter their names. They control the mouse well when selecting options and positioning icons. In addition teachers plan well for the use of information and communication technology to support learning in other areas such as numeracy and literacy. Children are encouraged to appreciate the world around them. Reception children studying the weather confidently relate the weather outside to the symbols on their weather chart and are beginning to identify cold areas of the world on the globe. They are aware of their immediate environment and by the end of the reception year are able to describe what they see

coming to school. Children are aware of the passage of time and use the appropriate vocabulary. Teachers provide real-life experiences to help children learn for example by touching and holding large ice blocks and examining them with magnifying glasses. Open and challenging questions from teachers help children to think and also to articulate their ideas. Equally teachers ensure all children are involved by matching questions to individual children.

Physical development

84. Children achieve the early learning goals in this area by the end of the reception year. The quality of teaching is good and promotes good progress. In formal lessons children are given good models to follow and clear instruction within a supportive atmosphere. The awareness of space and self-control established in the nursery is refined in the reception class so that children are able to co-ordinate their movement well for example in forming shapes. The use of singing to signal changes, makes the session in the large hall less intimidating for the younger children. Similarly the use of the tambour for older children encourages hearing skills and speeds up response. Younger children quickly learn the routines of physical education sessions. In the reception class children are beginning to get out equipment themselves and are able to explain the effect exercise has on their bodies. In dance children are encouraged to tell a story in movement. Throughout the Foundation Stage children have regular access to a secure play area where they move freely and use large play equipment. Children develop fine motor skills through focused taught sessions and through the open opportunities to use scissors, brushes, pens and pencils and they handle tools and small items with confidence.

Creative development

85. Children attain the early learning goals by the end of the Foundation Stage. The quality of teaching is good and enables the children to make good progress. Creative development is fostered in focused activities but also through opportunities in other areas of learning such as literacy and dance. Children's interest and imagination is captured through role-play and the credible scenarios set up by the staff. Nursery children for example took on the responsibility of looking after 'poorly' animals in the vet's surgery without hesitation and discussed the ailments and treatments at length. They become absorbed in stories, which are the focus of the week and one of the youngest children convincingly explained to the class how the letter she had written was from Goldilocks saying sorry to Baby Bear. Older children accept the characters of the teacher's puppets and talk with feeling about how one had upset the other. Teachers display sensitivity to the way young children group themselves for imaginative play. Although role-play resources are limited, teachers create areas within the classrooms where various scenarios can be played out. These can vary from the large café settings to the more intimate Discovery boxes. Children are offered continuous access to materials such as paint, dough, and glue but are also guided to explore the effect of colours and textures for example in mixing cold shades with white, blue and silver glitter. Teachers sing frequently with the children and encourage them to appreciate the sounds of instruments. Children have a good repertoire of action songs. Older children are developing a sense of pitch and tempo and recognise percussion instruments from the sound alone.

ENGLISH

86. The national test results for 2002 show that pupils' attainment at the end of Key Stage 2 was above national averages but below that for schools with a similar number of pupils eligible for free school meals. At the end of Key Stage 1, attainment in reading was above the national average and in line with the standards achieved in similar schools. Standards were well above the national average in writing and above those for similar schools. The inspection findings closely match the national test results at the end of Year 6 with standards continuing to be above the national average in reading and writing; they are well above the national average in speaking and listening. Standards at the end of Year 2 are similar with both reading and writing being above the national average, and speaking and listening being well above the national average. Standards in writing observed during the inspection are a little lower as the result of there being a larger number of pupils with special educational needs in the current cohort. The school has made good improvement in English in the period since the last inspection – particularly in Key Stage 2 where standards are now higher in all aspects of the subject, and progress has improved – particularly in Year 5 and Year 6. The good standards in reading and writing at the end of Key Stage 1 have been maintained at similar levels to the last inspection. The school has successfully introduced all aspects of the National Literacy Strategy and the structure provided by this has helped to raise standards – particularly at the end of Key Stage 2. All pupils have equal access to all aspects of the English curriculum. Pupils are well supported by parents who are keen to listen to their children read, and ensure that they complete homework.
87. Pupils of all abilities make good progress in English in Key Stage 1, building on the good start they have had in the nursery and reception classes. Pupils with special educational needs receive good quality support in their literacy lessons in Key Stage 1, which is helping them to make good progress in English. In Key Stage 2, pupils of all abilities make satisfactory progress in Year 3 and Year 4, but progress is much better in Year 5 and Year 6 and this results in pupils making good progress over the Key Stage. Pupils with special educational needs in Key Stage 2 receive little extra support in their English lessons, but teachers are aware of their needs and plan for pupils of different abilities. This planning is more successful in upper Key Stage 2 where they make good progress as a result.
88. Speaking and listening skills are well above average at the end of Key Stage 1. Most pupils are very good at listening to their teacher and to other pupils. They participate well in the introductory sessions of their lessons and other classroom discussions. They have many good ideas to contribute, but are also very good at taking turns and listening to others in their class answering the teachers' questions. Pupils, including some in Year 1, are very articulate and speak in an exceptionally mature way. They are able to recount events in their lives clearly and to link their ideas well. Teachers question pupils well and value their answers. All pupils are actively encouraged to participate in discussions. Progress in this aspect of the curriculum is very good.
89. Standards in reading are above average by the end of Year 2. Pupils benefit from the guided reading sessions in their literacy lessons. Most have a secure knowledge of phonics, which they use when tackling harder words. They show good levels of comprehension and can talk about the books they have read. When reading a big book in class, all participate eagerly and read together well as a class. Teachers rely heavily on parents to listen to reading at home, as usually individual pupils are not heard to read at school. Pupils are only heard to read on their own if they are having particular difficulty or they are not supported at home. There is an over-reliance on guided reading in school and the lack of opportunities to read individually to an adult or older pupil is lowering standards slightly. Less able readers benefit from extra help provided by trained support assistants. There is no time available outside the literacy hour for extra

reading. In addition, many of the individual reading books available are old and this is reducing the enthusiasm that pupils have for their reading.

90. Standards in writing are also above average by the end of Year 2, although few pupils are reaching the higher level 3. Pupils are good at using their phonic skills when writing, and this is helping them to write words correctly or for them to be recognisable. Most pupils use full stops and know when to use a capital letter. In Year 2, pupils are beginning to understand speech marks and how they are used in the story of Billy Goat Gruff. Handwriting is usually neat and well-formed but pupils are still printing their letters and most do not learn to join up their handwriting even though many appear ready to do this. Pupils in year 2 use writing frames effectively to structure some of their non-fiction writing. Pupils in Year 1 make particularly good use of descriptive words, as in their poems on snow, and their writing benefits as a result. In Year 2, this aspect of creative writing is less emphasised in work in their books. However, their display on Katie Morag and the Isle of Struay includes well-written descriptions of the characters in the books.
91. The quality of teaching and learning in Key Stage 1 is good. Teachers manage their classes well and are clear about what they want the pupils to learn in the lesson. However, pupils are not always sufficiently aware of the learning objective of each lesson. The teachers and support assistants work well together in lessons and the pupils benefit from their close working relationships. Teachers make good use of the National Literacy Strategy and use this well when planning the work for the class. They are good at giving pupils opportunities to use their literacy skills in other subjects. In Year 1, the teacher has very high expectations of the children and constantly challenges them to respond to her questions. Lessons have a good pace and the pupils complete plenty of work in their lessons. In Year 2, the approach is not so challenging but is still effective in promoting the pupils' learning. The teacher successfully reinforces the knowledge learnt in Year 1. There continues to be good use of praise and encouragement when pupils do well. The introduction to the use of the big book 'Billy Goat Gruff' is well planned and emphasises the important points such as genre and the fact that many versions of this story have been written. Some good use is made of information and communication technology as when pupils carry out their own research on four creatures that live in the sea. The marking of work is not thorough enough, and work is not always dated which makes progress harder to judge. Pupils are not usually being given clear targets as to how they can improve their work, although this approach has just started to be used effectively in Year 2.
92. Pupils continue to make very good progress in developing their speaking and listening skills and standards are very good at the end of Year 6. These are demonstrated well in a lesson on discussions and arguments in Year 6. Pupils succeed in expressing well thought out arguments for and against animal experimentation, sometimes managing to forcibly put over points of view with which they did not agree. They make good use of a wide range of vocabulary when contributing to class discussion and are aware of the different styles of speech required for different audiences. Pupils are very good at listening to one another and to their teacher. This helps them greatly when working in small groups. Pupils participate well in choral speech as is demonstrated in their reading of 'The Highwayman' in Year 5 where they are encouraged to think hard about the use of pace, volume and expression. Speaking and listening skills are not so good in Year 3 and Year 4. In Year 4, some disruptive behaviour by a minority of pupils results in it being harder for other members of the class to develop these skills. In Year 3, work is often over directed and opportunities for the development of speaking and listening skills are more limited. Each class takes an assembly once a term for their parents and the school. This provides another good opportunity for pupils to use their

speaking skills. Pupils' standards in speaking and listening are raised as a result of the school's expectation that they will share out of school successes in their termly 'get togethers'. Other formal occasions include the harvest assembly, in which pupils present material they have written and Christmas entertainments.

93. Standards in reading are above average at the end of Year 6, but could be higher. Pupils have developed all the skills required to read at a high level, but are not encouraged to read a wide enough range of books in school. Many have not read either the modern or traditional classics of literature, preferring to read less challenging books. Most are not reading a range of genre, favouring the reading of many books by the same author or of a similar type. These limitations are partly brought about by the narrow range of books that are available in classes. The school is very aware of this situation and the Parents' Association has recently bought books for each class, but there are still not enough. Research skills are used satisfactorily but the lack of classification of factual books by colour or number is limiting the opportunity for pupils to use these skills. Good use is made of the Internet and computer software to find out information. The best practice seen is in Year 5, where pupils have really enjoyed their work on 'The Lion, The Witch and The Wardrobe'. The level of analysis of the story, its meaning and its characters is of a very high standard and an ideal starting point for a further study of classic literature. In Year 3, pupils have drawn attractive book covers celebrating their favourite books and giving a brief synopsis of the plot. This type of approach is not generally used and books are not sufficiently celebrated in school. They are not well enough stored or displayed in most classrooms.
94. The quality of writing is above average by the end of Year 6. Pupils have developed their own handwriting styles and present their work neatly. Punctuation is variable, and mistakes are not always corrected apart from in Year 6. The quality of spelling is good and care is taken when a final draft is written. Work on Shakespeare's Macbeth in Year 6, has been used as a good starting point for character sketches and the rewriting of a section of the play in the pupil's own style. In Year 5, some effective poems have been written including a very good example of colourful and vibrant writing on 'The Carnival'. In Year 4, written work in books is not always completed and untidy work is accepted. However, the pupils have produced some good descriptions of aliens for a display in their classroom. In Year 3, there is some good descriptive writing, for example explaining the layout and colours of their bedroom, but less emphasis on creative work. A full range of writing styles is used including effective newspaper sports reporting, the review of the play 'The Firebird' following a school Christmas outing and a good range of stories and poems. Pupils make very good use of their word-processing skills when writing. There is very good use of a variety of colours and fonts across the key stage as in the poetry work on feelings in Year 5 and some individual longer pieces of writing in Year 6, including a fact file on the author Roald Dahl.
95. Too large a proportion of written work is produced in pairs and groups. Whilst this is good for teaching group work and co-operation and contributes to the social development of the pupils, too much of this approach reduces the opportunities for raising the standards in independent work.
96. The quality of teaching and learning is good overall in Key Stage 2 with the best teaching in Year 5 and Year 6. In Year 3 and Year 4, teaching is of a satisfactory standard. In Year 3, the teacher's approach is reducing the opportunity for independence and the pupils are too tightly managed and contributions from them are not sufficiently valued. In Year 4, a well-planned lesson on story endings was effective and the pupils were given a good range of strategies. However, the quality of work in books indicates that learning is no more than satisfactory and that too much work is not

completed and that the pupils do not always take sufficient care. In Year 5 and Year 6, the teachers have built up very good relationships with their classes and have high expectations of what they can achieve as in the work on the 'Highwayman' in Year 5 and the mature approach to discussions and arguments in Year 6.

97. Pupils throughout the school enjoy their literacy lessons and most take care over their work. Most are very well behaved and work hard in English, presenting their work well. The subject contributes well to the moral and social development of the pupils, giving them opportunities to work together in groups or pairs and to participate in debates and discussions. Literacy skills are satisfactorily used across the curriculum.
98. Assessment in the subject is satisfactory and teachers keep clear individual records of pupils' progress in the formal skills. However reading records tend to be lists of books read rather than a more diagnostic approach particularly in Key Stage 2. The planning of lessons is linked very closely to the National Literacy Hour and the results of assessments are not yet being used to review the planning of the curriculum. The headteacher has worked hard to produce data analysis in English, which highlights strengths, and weaknesses in the subject and the teaching. This information is not always used by teachers when planning. The leadership and management of the subject are satisfactory. Whilst the co-ordinator works hard to promote the subject in the school, she does not have enough time to really monitor what is happening in the classroom. She does not receive details of the outcome of the headteacher's monitoring of teaching which makes it harder for her to be aware of both good practice and weaker teaching. The school is aware that there are too few books in school and that many are old and need replacing. However, the school is short of money and is currently relying on the Parents' Association to buy extra books.

MATHEMATICS

99. The 2002 National Curriculum test results for seven and eleven year olds show pupils achieved standards which were above average when compared to all schools nationally and were average when compared to schools with pupils from a similar background. Inspection findings confirm that pupils in Year 2 are working at above average standards, but the high quality of teaching and consistent level of challenge for more able pupils in Year 6 mean that more pupils are now working at the higher level and so standards are well above average in all areas of the subject. There has been an improvement in standards since the last inspection due to an overall improvement in teaching. However, the weakness in the monitoring of teaching identified in the last inspection has not been fully addressed, and there are inconsistencies in the effectiveness of teaching across the classes.
100. All pupils achieve well during their time in school and progress is good in Key Stage 1 and Key Stage 2. However, the very high quality of the teaching in Year 1 and Year 6, in particular the very high expectations and sustaining of pupils' level of interest, means pupils make exceptional progress in these two classes. The very good teaching in Year 1 is too recent to have had an impact on standards at the age of seven, though these six year olds are currently working at a well above average level. Progress is less marked in Year 3 and Year 4 where teaching is judged to be satisfactory. The school has not taken advantage of having a leading mathematics teacher on the staff to make arrangements for the less effective teachers to observe her extensive skills and share her good practice.

101. Lower attaining pupils, including those with special educational needs, receive good support in Key Stage 1 from the class teacher and the skilled learning support assistants, enabling them to progress well. There is no regular additional support available for pupils with special educational needs in the Key Stage 2 classes, though the suitable range of work planned by the class teacher enables satisfactory progress to be made.
102. By the age of seven most pupils have a good understanding of numbers to a hundred and can add two-digit numbers together successfully. They develop their understanding well through regular opportunities to explain their working, through looking at and recognising patterns in number and by solving simple word problems. Higher attaining pupils work confidently with numbers in the hundreds and know how to write numbers in the thousands. Lower attaining pupils make good use of number lines and practical counting equipment to add and take away ten with reasonable accuracy.
103. By the age of eleven, pupils' understanding of the number system, including decimals is well advanced and they are familiar with the effect of multiplying or dividing by ten and a hundred. A strong feature is the development of a depth of understanding through regular requirements to explain their working and use their skills in solving problems, puzzles and open-ended investigations. For example, pupils are challenged to find two consecutive numbers, which give a particular product when multiplied together. Pupils are able to draw on a range of methods to solve long multiplication and division and understand the relationship between fractions, decimals and percentages. Higher attaining pupils are confident when using negative numbers and are methodical when investigating problems. This was seen when pupils tested whether multiplying a string of numbers in different orders gives the same answer. Lower attaining pupils are reasonably accurate when working with numbers in the hundreds and the supportive atmosphere in the class gives them the confidence to try. Regular practice gives most pupils quick mental recall of the multiplication tables and the associated division facts.
104. In Year 2 pupils measure accurately using appropriate units such as centimetres or kilograms and can tell the time. They have a sound understanding of the properties of two-dimensional and some three-dimensional shapes and recognise pictures and shapes that are symmetrical. In Year 6 pupils have developed their understanding well and can calculate measurements using the full range of appropriate units. Most pupils can name and describe a good range of shapes and can work out the perimeter of rectangles using the formula. Higher attaining pupils use the appropriate language when describing angles and can differentiate between different sorts of triangles.
105. By the age of seven, pupils have regular opportunities to collect information, for example recording the answers when they throw the dice, and display the results in clear block graphs. They also use the computer to draw a range of graphs on eye colour and favourite food. Pupils in Year 6 extend their range as they tally information and record it on a line graph, block graph or pie chart. Good attention is paid to the correct labelling of graphs. They readily use computers to generate graphs and also to calculate results and display information on a spreadsheet. They understand and can find the average, mode and mean of a set of statistics.
106. Teaching is good overall and pupils learn well. It is consistently good in Key Stage 1 and good in the upper Key Stage 2 and so pupils' learning is accelerated in these classes. The high quality of teaching in these classes is characterised by exciting, well-planned activities that challenge pupils of all ability to think. Pupils are encouraged to make connections between what they already know to help them with the new task, for example pupils in Year 1 were prompted to use the fact that four times five is twenty to

help them quickly realise that four five pence coins would be needed to pay twenty pence, and so pupils become confident in exchanging coins of different values. The teacher has very high expectations of the depth of understanding of pupils in Year 6 and they develop a good range of strategies that make them confident and comfortable with complex calculations, working out $5.5 \times 7 \times 2$ mentally. The outstanding pace of learning in Year 6 enables pupils to make good progress in Key Stage 2 although teaching overall is only satisfactory across Year 3 to Year 6.

107. Most lessons start with quick-fire questions that capitalise on pupils' good attitudes and improve pupils' arithmetic skills well; there are good opportunities for pupils to explain their working to develop greater understanding. In the best lessons, the teacher picks up well on emerging difficulties and provides alternative strategies to help, for example the teacher referred pupils to their understanding of the ten times table and doubling to help them multiply by twenty. Some teachers evaluate their lessons well as they progress and make adjustments to their plans if appropriate. This was seen in Year 2 when the teacher quickly revised her intention to explore strategies for subtracting nine and eleven when pupils experienced difficulties and concentrated on consolidating learning of adding or subtracting nine to good effect. Where there are some weaker elements to teaching, teachers are overstretched by trying to move round the class to give individual help with group tasks, rather than planning the work to enable them to focus their attention on one group at a time. This reduces the effectiveness of the learning as pupils mark time as they wait for help. A weakness in the teaching overall is the quality of marking. Too often it consists of ticks or "Well done!" comments and is not used sufficiently to suggest ways pupils can improve. Good use is made of homework to practise number facts and consolidate learning.
108. There are good opportunities for pupils to develop their numeracy skills in other subjects, for example in drawing graphs to display information in science and calculating scale when planning a new playground. Computers are being used increasingly to practise skills, to generate graphs and to prepare spreadsheets.
109. The subject is managed well by a very knowledgeable co-ordinator and this is helping to raise standards. The results of annual tests are analysed in depth to identify areas of weakness and adjust the curriculum, for example difficulties identified in division have been addressed recently. There has also been a focus on pupils explaining their thoughts and this is improving their level of understanding. The quality of teaching and learning has been monitored by observation of lessons though the information gained has not been used to support less effective teachers or to share the expertise of the more successful, and so there are inconsistencies across the school. Whilst progress is assessed regularly, the information is not used to set targets for individual pupils to identify what they need to improve.

SCIENCE

110. The results of the end of Key Stage 1, 2002 teacher assessments for science show that pupils' attainment is well above national average and for those of similar schools. The 2002 end of Key Stage 2 national tests indicate that pupils' attainment is above the national average and in line with the average for similar schools. The present inspection findings indicate that standards of attainment of the present Year 2 and Year 6 are above national expectations at the end of both key stages. This represents an improvement in standards since the last inspection and the slight discrepancy between the inspection findings and the Key Stage 1 results is due to the variation in ability

between different cohorts of pupils. Pupils of all abilities make good progress across both key stages.

111. Pupils, in Key Stage 1, undertake a good range of practical activities that help them to develop a secure understanding of the basic principles of scientific investigations. When pupils in Year 2 were investigating how far a toy car travelled when pushed, several pupils quickly identified that it was not a fair test and could identify the reasons for it being unfair, such as in some cases the car had a stronger push. This developed into a debate, involving practically all pupils as to how the test could be made a fair test. Pupils suggested using the same toy car, since one was heavier than the other and running the car down a ramp for uniformity. Most pupils have a very good vocabulary, as for example describing wheel grip and pupils appreciated the need for careful measurement. Pupils, in Key Stage 1, record their work accurately using words and diagrams and their conclusions are based on their experimental findings.
112. As pupils move through Key Stage 2 they continue to make good progress and overall this is most noticeable in Year 5 and Year 6. All pupils, including those with special educational needs, have good scientific enquiry skills and these skills are very well developed in the more able pupils. All pupils in Year 6 can make realistic predictions based on their observations and prior knowledge and have well-developed ideas as to how to make their investigations a fair test. They record their observations systematically using conventional scientific symbols, such as when recording electrical currents and appreciate the need to set up their investigations carefully. More able pupils in Year 6 understand that repeated experimentation leads to greater accuracy and experimental credibility. They can make realistic suggestions as to how their working methods could be improved.
113. By the end of Year 2, pupils have a good understanding of living things. Pupils in Year 1 can differentiate between plants and animals and where they live. They know that babies are dependent on their parents and gradually individuals become more independent. Pupils name the different stages in the life cycles of butterflies and frogs. They know that a butterfly egg develops into a caterpillar and consequently into a chrysalis from which the adult butterfly eventually emerges. By the end of Key Stage 1 pupils can name the major constituents of the human diet and select healthy foods for a party.
114. As pupils progress through Key Stage 2 they continue to make good progress in their knowledge and understanding of life processes. Pupils in Year 3 know the basic structure of a human tooth and the process of decay. Whilst those in Year 4 know the functions of the major organs, such as the heart as a pump and that muscles bring about movement. By the end of Key Stage 2 pupils can name the major organs of the human body and understand their main functions. They can relate structure to function and how body systems are controlled, as for example the link between pulse rate, muscle activity and the need to provide muscles with oxygen.
115. By the end of Year 2, pupils have a good understanding of materials. Pupils in Year 1 can group materials according to their properties, such as transparent and opaque, and can name materials based on their properties. By Year 2 pupils distinguish between natural and man-made objects and understand how the properties of materials determine their use. They know that fabrics, such as wool, keep us warm and that plastic materials are waterproof. By the end of Year 2 most pupils know that some materials, such as water, freeze when cooled but can change back to a liquid. By the end of Key Stage 2, pupils have developed their understanding of materials well. Pupils in Year 4 know that some materials are better insulators than others and can be used

to slow down the rate of cooling, such as hot water in air. However, due to small temperature changes not all pupils realised the differences in performance of different insulators. By the end of Key Stage 2 pupils know that solids, liquids and gases are three states of matter. They know that some changes of state are reversible, such as the melting of chocolate and the subsequent solidification on cooling. Pupils also know that some changes that occur, such as in cooking, are irreversible. By Year 6 pupils also know that the solubility of substances in water varies and that most substances, such as salt and sugar, dissolve quicker in warm water.

116. In both key stages, pupils' knowledge and understanding of forces are well developed. Pupils in Year 1 know that objects can be moved by pulling or pushing and know that some things, such as supermarket trolleys can be pushed or pulled, whilst numbers on a telephone can only be pushed. Pupils in Year 2 know that the greater the push the further an object travels. Pupils in Key Stage 2 can construct simple electrical circuits and know that a complete circuit is necessary for a bulb to light. By the end of Key Stage 2 pupils have good knowledge of different types of forces. They know and have measured the different forces of different magnets and magnetic materials. They know that objects are pulled downwards due to gravitational forces and that air resistance as a force slows down objects, such as a parachute. Pupils in Key Stage 2 can construct electrical circuits and include devices such as switches, buzzers and motors. By Year 6 pupils can use their electrical circuits to ascertain the insulating and conducting properties of materials and distinguish between a circuit with components in series and a parallel circuit. By Year 6 all pupils can construct circuits on the basis of diagrams containing conventional symbols. Pupils in Year 6 know that the sun is a primary source of light and its position appears to change during the day causing shadows of different length.
117. Pupils are making an increasing use of information and communications technology to support their learning. Pupils in Year 1 were enthralled to observe some common objects, such as fabrics and a coloured bottle top, through a microscope and displayed on a computer screen, whilst pupils in Key Stage 2 use the technology well to reinforce their learning, such as when studying the organs of the human body.
118. The quality of teaching is good overall with some good and very good examples of teaching seen during the inspection. Relationships between teachers and pupils are always good and teachers plan their lessons effectively. In the good and very good lessons seen during the inspection teachers' enthusiasm for their subject and their high expectation of pupils, resulted in good and very good learning opportunities and the pupils responded well. In these lessons pupils were well managed and they used their time well being totally involved in their activities. Occasionally lessons lack pace and interest and pupils became disinterested with the consequent reduction in their learning. Overall however, pupils show enthusiasm for their work and pupils work diligently, collaborating well in small group work and responding well to their teacher's prompting. In most instances they are keen to take part in class discussion and to answer their teacher's questions. In the main, teachers' use of praise and encouragement raises pupils' self-esteem with the consequent improvement in their learning.
119. The leadership and management of the subject are satisfactory. A satisfactory scheme of work is in place to underpin the teaching and the school is adequately resourced to meet the needs of the curriculum. The co-ordinator through informal discussion and scrutiny of the work is aware of the current standard of work, but has no designated time to monitor the teaching through classroom observation. Pupils' attainment is assessed through mid-term and end of year tests, however the assessment of pupils'

attainment and progress is not used routinely to guide curricular planning or to monitor and support pupils' academic progress.

ART AND DESIGN

120. Pupils' attainment is above national expectations at the end of both key stages and standards have risen in both key stages since the last inspection. Pupils of all ages and abilities, including those recognised by the school as having special educational needs, make good progress as they move through the school. Pupils' work is very well displayed in classrooms, corridors and the hall and this substantially enhances the learning environment.
121. Pupils in Key Stage 1 built on the very good foundation established in the nursery and reception classes. Pupils, from an early age, engage in observational drawing and use paints effectively to illustrate their work. Their self-portraits show their ability to mix paint to produce different tones and an ability to capture the main characteristics of their subject. Pupils in Year 2 show very good attention to detail as was seen in their work done in the style of William Morris. Most pupils have a good understanding of how to create effect by the judicious use of shading and repeat and practise their designs so as to improve their own work. The majority of pupils in Year 2 communicate their ideas imaginatively and can judge what they like and dislike in their work. Pupils in Key Stage 1 have good opportunities to examine the work of famous artists and to attempt to replicate their work and work in their particular style. Following some general discussion on feelings and emotions, pupils in Year 1 looked at the painting of Edvard Munch and talked about how feelings might be displayed in a painting, such as "The Scream". In Year 2 the work of Monet was used to develop pupils' ideas of reflection as in his paintings of "Water Lilies". Illustrations of pupils' work show their developing ability to use different colour and techniques well to illustrate their work and to explore and develop ideas.
122. Pupils in Key Stage 1 record their observations in their sketchbooks and appreciate the different textures, shapes and patterns seen in their local environment. Pupils in Year 2 have studied building materials locally and show the texture of brick through wax rubbings and use potato prints to illustrate the regular patterns. Their three-dimensional work includes the use of clay, as for example illustrating the different patterns and texture they see in the Kyoto house. Such work builds on three-dimensional designs they have made in Year 1 using different papers. Pupils in Year 2 also work with different materials as in their work on puppets and make choices based on their likes and dislikes.
123. Pupils in Key Stage 2 continue to make good progress and some of the two-dimensional work on display is of a very good standard. The work of famous artists is used effectively to stimulate interest in art and design and there are very good opportunities for pupils to investigate elements from the artistic traditions of European artists. Pupils in Key Stage 2 can recall the names of great artists and talk about their idiosyncratic styles, such as the work of Picasso. They also realise that many artists have changed their styles and techniques several times during their life. Pupils' work shows good ability to adapt and refine their work matching the visual images to their intention, as for example working in the style of Constable landscape paintings. By the end of Key Stage 2 pupils communicate their ideas very well and give reasons for their likes and dislikes. Pupils' observational drawings and their imaginative work are recorded in their sketch books and these illustrate they are developing sophistication and skills, as when designing different chairs in their "Be Seated" project. Pupils have

further developed their three-dimensional ideas as when working with clay. Year 6 pupils have designed and made good quality models of a children's playground using their own ideas. However, pupils are less confident when talking about their three-dimensional work in comparison to their very good knowledge of paintings and artists. Opportunities to use clay are limited.

124. The quality of teaching in art and design is good in both key stages and pupils respond well to the range of opportunities available to them. Teachers' planning is well supported by a good scheme of work ensuring that pupils' experiences are progressively developed. Teachers show a good understanding of art and have high expectations of their pupils. Pupils of all ages are encouraged to evaluate their work giving attention to detail and practising in order to improve. Pupils are very responsive to the very good quality and range of work on display and take pride in sharing their efforts with visitors.
125. Pupils enjoy their art and design work and good use is made of computers in some classes to support pupils' learning. There are good cross-curricular links when pupils used their developing skills to illustrate their work in other subjects, such as history. Overall the display of pupils' work across the school shows good attention is given to maintaining high aesthetic qualities. As a result, the subject makes a good contribution to developing pupils' spiritual, moral, social and cultural development. Pupils have a wide experience of different European artists, although they do not yet see enough work of artists from other continents. They have good opportunities to appreciate the work of other pupils and work together on some projects.
126. The leadership and management of the subject are satisfactory. The co-ordinator has a comprehensive overview of the work being done across the school by all pupils and the way in which skills and knowledge are being developed. Work done by pupils is regularly evaluated but there have been no opportunities for classroom observation of teaching. Whilst the co-ordinator, through informal observation, is aware of pupils' progress and attainment, there is no formal procedure to consistently monitor pupils' progress. Resources for art and design are satisfactory overall and are well used, particularly for the two-dimensional work.

DESIGN AND TECHNOLOGY

127. Pupils' attainment is above national expectations at the end of both key stages and standards have risen in both key stages since the last inspection. All pupils, including those identified by the school as having special educational needs, make good progress as they move through the school.
128. Pupils in Year 1 develop good basic skills of cutting and joining and begin to recognise how movement can be built into their models, as when making pop-up cards. By the end of Key Stage 1 pupils have good design and making skills. They have opportunities to work with a suitable range of materials including paper, wood, thread and felt and are encouraged to assess the properties of the materials they select in terms of the use that can be made of them. Pupils in Year 2 show that they plan their work carefully giving due emphasis to the design phase, as when making models to illustrate their story "Incy Wincy Spider". Their annotated drawings showed a good understanding of what they were to illustrate and the materials they would need. Their finished products show careful attention to detail, such as how the spider would be raised and lowered using a pulley mechanism and how rain and sunshine could be represented and

interchanged as the story evolved. This highlighted the use to be made of their models, which was to illustrate the story to younger pupils.

129. Pupils make good progress as they move through Key Stage 2 and become significantly more skilled in planning their designs. A good illustration of their developing competency in design was seen in Year 4 where pupils showed their designs using annotated exploded diagrams of their proposed model of a torch and demonstrated good use of their scientific vocabulary, such as reflection, in their description. Pupils also carefully analyse commercial products and other sources of information and use their own knowledge before embarking on their own designs, such as when making musical instruments. This work clearly illustrated how individuals and groups of pupils had used their own ideas and did not adhere to a class design. Older pupils, such as those in Year 6, carefully consider the needs of the user and have undertaken small-scale surveys to determine these, as when designing a children's playground. The needs of the potential users were incorporated in the plans. Pupils in Key Stage 2 become increasingly confident in evaluating their finished products and in suggesting how improvements could be made. Older pupils have also evaluated their final products in terms of cost effectiveness, considering the cost of the ingredients and the final product. Pupils use equipment confidently and safely.
130. Overall, the teaching of design and technology is good in both key stages. The teaching is very effective in promoting the design element of the subject. Pupils of all ages learn to critically evaluate their work as they proceed and have a clear idea of how their artefacts might be improved. The teaching emphasises the need to ensure the good quality of the finished product. Pupils from an early age, realise the need to work safely and to handle tools correctly. Currently computers are not used sufficiently to support the learning.
131. Pupils enjoy the work and talk enthusiastically about the products they have made. The work shows that individual ideas have been incorporated in the designs and where appropriate, pupils co-operate well on their group projects. This contributes well to their social development. Most pupils put forward their ideas confidently sharing their ideas with others. Pupils' work is well displayed and this has a positive impact on learning.
132. The leadership and management of the subject are satisfactory. The co-ordinator has a good overview of the subject and the work being done across the school. A good scheme of work is in place and suitable resources are available and accessible. The co-ordinator has a good informal knowledge of what has been achieved in class but has not had the time to review the teaching of the subject through classroom observation.
133. The co-ordinator reviews standards through evaluating the work of pupils but there is no formal mechanism in place to assess pupils' competence and to follow their progress. Overall all pupils take an active part in the work and the subject makes a good contribution to pupils' spiritual, moral and social development. Pupils benefit from very good opportunities to work collaboratively and co-operatively.

GEOGRAPHY

134. Standards in geography are broadly in line with national expectations at the end of Year 2 and Year 6 and are similar to those identified in the last inspection. All pupils, including those with special educational needs, make satisfactory progress. Good use

is made of the immediate area to develop enquiry skills though there are insufficient opportunities to develop first hand experiences of geographical features on field trips.

135. By the age of seven pupils are developing a sound understanding of their immediate area as they decide whether the road in front of school is busy or quiet. They contrast their village environment with a remote Scottish island where they note that everything has to be taken by ferry. They recognise the map of the British Isles and trace the route from Bolton to the Scottish Islands.
136. By Year 6, pupils have a good understanding of the water cycle and develop research skills well as they measure and compare how quickly a patch of ground in different areas of the school grounds will soak up water. They trace the journey of a river and locate the Orinoco and the Amazon on the world map. They use secondary sources such as reference books, maps and atlases to find information about different mountains and volcanoes and higher attaining pupils conduct their own independent research on the computer, choosing their own topic from mountains and volcanoes. Pupils have some knowledge of environmental concerns such as the need for recycling, though they have not yet developed a deeper understanding of issues such as environmental change or sustainable development.
137. Teaching is satisfactory overall, although during the inspection the quality of teaching was very good. In the best lessons activities are interesting, and involve pupils finding things out for themselves. This was seen in a well-organised project in Year 5, when pupils looked at the practicalities of changing the main school entrance from a narrow estate road to the main road. Work is generally planned well to meet the needs of different groups as in Year 6, when the teacher had prepared imaginary postcards with clues requiring varying levels of research skills to help pupils decide from which mountainous area they had been sent. Learning is less effective when the teacher gives insufficient importance to pupils' opinions. Pupils have not covered enough work this year, and this has restricted pupils' overall learning. There are limited opportunities for pupils to enhance their learning through visits further afield.
138. There are good opportunities for pupils to develop their literacy skills as when they make notes as they research information; there are good links with numeracy as pupils in Year 1 develop their counting skills in a traffic survey and good use is made of the computer to aid learning as pupils find information.
139. The leadership and management of the subject are satisfactory. The co-ordinator has been managing the subject for only a short time but she has a clear overview of what is happening in the subject and precise objectives for improving standards. An audit of the subject has been conducted and a new, nationally recommended scheme of work has been introduced. This is helping to improve teachers' planning and lessons, though it is too soon to have had an impact on standards. There are no agreed procedures for assessing pupils' progress or to track the progressive teaching of skills through the school and this is an area for development.

HISTORY

140. Standards of attainment at the end of Year 2 and Year 6 are in line with national expectations. Progress is satisfactory overall but achievement is not in keeping with that being reached in the core subjects. There has been a satisfactory improvement since the last inspection. Pupils of all groups including those with special educational needs make similar progress.

141. By the end of Key Stage 1 pupils are familiar with some of the important events in British history such as the Great Fire of London and the Gunpowder plot. They show appreciation of the effect of war on people's lives and know the meaning of traditions such as Remembrance Sunday. They name important historical figures such as Florence Nightingale and know broadly the fields they are associated with. Pupils are developing a satisfactory sense of past and present and appreciate that features of ordinary life change over time. Pupils in Year 1 conducted a survey of their grandparents to find out what their favourite toys and pastimes were. They recorded the answers themselves and some used email to contact their grandparents. They do not have some of the basic subject skills such as comparing sources of evidence and using chronological order.
142. By the end of Key Stage 2, pupils have a satisfactory knowledge of important periods of history such as the Tudors, Victorians and Ancient Greeks. They are acquiring the relevant vocabulary and use the terms such as democracy accurately. Pupils studying modern Britain produced bullet point answers to questions about the 1970s ranging from the situation in Northern Ireland to fashion. They know the main achievements of the leading Victorians but also the differences in the quality of life between rich and poor. The older pupils are developing some of the appropriate subject skills in later Key Stage 2 but are not working at the levels they could achieve because they did not gain the skills earlier in Year 3 and Year 4. The school recognises that the study of the locality has not been covered sufficiently in the past and has planned to rectify the gap this year. Pupils have positive attitudes to the subject and are keen to continue research at home.
143. The quality of teaching is satisfactory. During the inspection there were examples of good and very good teaching but over time teachers' expectations have been inconsistent. This is evident in the coverage of subject skills, the level of presentation and the usefulness of marking. There has been an emphasis on teaching factual knowledge rather than skills such as interpretation and evidence. Teaching is very good where pupils are offered a variety of learning experiences such as role-play but less effective where activities such as cutting, sticking and colouring lack obvious purpose. Information and communication technology is used regularly to enhance the subject and pupils are encouraged to undertake research through the Internet. Pupils use computer-based census material in upper Key stage 2 to build up images of Victorian families. Occasionally good links are made with other subjects. Pupils prepared their arguments for and against the rival city-states of Athens and Sparta as part of their Literacy studies.
144. Leadership and management are satisfactory. The subject co-ordination covers the basic areas but requires further development in order to effect improvements in the quality of the subject. The subject makes a good contribution to pupils' spiritual moral social and cultural development. Older pupils are encouraged to consider social issues like child labour and younger pupils understand why poppies are worn in November. Assessment procedures are in operation but do not give enough information about pupils' progress. Resources are adequate in most areas but there is a lack of artefacts and material for first hand investigation.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Standards of attainment at the end of both key stages are in line with national expectations. Pupils' progress however is good. The pace of learning is increasing and

a significant number of pupils are achieving above expectations for their age. Attainment is only inhibited by the gaps in previous learning, which are being made up as the full curriculum is delivered. Pupils of all abilities make similar progress. There has been good improvement in this subject since the last inspection.

146. At the end of Key Stage 1, pupils are familiar with the use of information and communication technology. They develop a positive attitude to the subject in the Foundation Stage and in Year 1 and demonstrate independence by the end of Year 2. Pupils are given regular opportunities for using information and communication technology. They contribute to a class book about the seasons by creating single pages with text and clipart. After making a database with information about themselves, pupils printed out graphs of their selected fields such as eye colour. Pupils are given progressively challenging tasks for controlling a floor robot as they move through the Key Stage and by Year 2 are able to plan routes with turns. As an introduction to modelling, pupils in Year 1 are beginning to identify the ways computers can simulate real and fantasy situations.
147. By the end of Key Stage 2, pupils are competent users of information and communication technology and some individuals' skills exceed expectations. The replacement of the old scheme of work has meant that pupils have not always acquired the skills expected in the new scheme. Teachers are addressing these areas of weakness as they appear. The higher order skills in searching data and in control and sensing have not been covered yet. The oldest pupils learn quickly when facing new challenges for example using the main features of spreadsheets. Pupils now create slideshow presentations on a variety of topics and use word processing skills for extended tasks such as play scripts. The majority of Key Stage 2 pupils use the Internet and CD-ROM based encyclopaedias for research. Some pupils are confident using email for example in Year 4 where they correspond with an alien through a hotmail address.
148. The curriculum is now securely based on an appropriate scheme of work and fully meets statutory requirements. This represents an improvement since the last inspection. In addition information and communication technology is regularly used to enhance learning across the curriculum and in some years to challenge higher attaining pupils. For example at the end of Key Stage 2 there is a good match between pupils' mathematical abilities and the use of formulae in spreadsheets. Arrangements for assessment are in operation and provide information about progress but have only a limited impact on planning.
149. The quality of teaching over time has been satisfactory but is now good and is effectively promoting a good pace of learning. Teachers are not only delivering the subject curriculum well but are also providing frequent opportunities for pupils to use information and communication technology in other subjects such as literacy, numeracy, art, history and geography. The subject also makes a positive contribution to pupils' spiritual moral social and cultural development. Pupils in Key Stage 1 were excited by the images of their hair and skin seen through a computer linked microscope and older pupils experiment with Paint programs to create pictures in the style of famous artists like Picasso. Recent training undertaken by teachers has raised their confidence and subject knowledge.
150. The co-ordination of the subject is satisfactory. The previous co-ordinator established a comprehensive development plan, which the new co-ordinator is maintaining. Some elements of monitoring learning have been undertaken but the monitoring of teaching is

not yet having an impact on the quality of the subject. The school has put in place the required Internet and email safety procedures.

151. The level of resources is in line with national averages and the school has plans for further improvement. The investment in information and communication technology, which the school has undertaken so far, has had a positive impact on standards in information and communication technology and on its cross-curricular use.

MUSIC

152. By the end of Year 2 and Year 6, pupils achieve standards, which are broadly in line with national expectations and pupils of all abilities make satisfactory progress. A comparative weakness is the lack of opportunities for many older pupils to practise and perform for an audience. Standards have been maintained at the same level as at the last inspection, although older pupils still do not spend enough time practising singing.
153. By the age of seven, pupils can sing tunefully and with feeling. They can clap a rhythm well, for example following the syllables of names and phrases, and can name and play a variety of percussion instruments. Pupils have too few opportunities to compose their own music.
154. By the age of eleven, pupils follow a rhythm from simple graphic notation, and higher attaining pupils, who have instrumental lessons, can read more formal notation. Pupils have some experience of listening to music and describing how it makes them feel, for example, thinking of a colour suggested by the music. Pupils make up their own tunes, for example using instruments to recreate the sound of a stream. Pupils learn a good range of hymns in hymn practice. Higher attaining pupils, who learn an instrument, provide well-rehearsed instrumental accompaniment in some assemblies and productions, though the majority of pupils are not given this valuable experience.
155. No lessons were observed in Key Stage 1 so it is not possible to make an overall judgement on teaching for this age group. Only one lesson was observed in Key Stage 2, and this was taught by the co-ordinator who teaches the majority of lessons for this age group. The quality of teaching and learning is satisfactory overall for Key Stage 2. All pupils listen to music by the composer of the week in assemblies. However, opportunities are missed to develop pupils' musical appreciation by discussing the music with them. In the lesson observed in Year 3, a good distinction was drawn between beat and rhythm with appropriate practice in groups to help pupils appreciate the difference. Whilst pupils listen to each other play music, they are given too few opportunities to evaluate one another's work.
156. Some pupils develop their skills well in after school clubs. A group of pupils, in Year 3 and Year 4, learn to play the recorder and a small group takes part in the advanced choir of local schools, which meets in the school hall each week. There are too few opportunities for older pupils who do not have specialist lessons to develop a greater enjoyment of music by practising singing and playing together. A small number of pupils benefit from violin and cello lessons from peripatetic teachers. Occasionally a drummer visits the school to conduct workshops on playing African drums.
157. Leadership and management of the subject are satisfactory. The co-ordinator has successfully introduced a new nationally recommended scheme of work. The co-ordinator is well aware of standards in Key Stage 2 because of her teaching commitment, though she is less aware of what is happening in Key Stage 1, as

teachers' planning is not monitored. There is no formal assessment to check that pupils' progress and develop their skills through the school.

PHYSICAL EDUCATION

158. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Pupils of all abilities make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. There has been good improvement since the last inspection at the end of Key Stage 2 where standards are now above national expectations.
159. Pupils in Year 1 select a range of different movements for their warm up activities including running, jumping and skipping. All pupils engage in the activities enthusiastically and describe how their body feels after strenuous exercise, including feeling hot and that their heart is beating faster. These pupils in their dance activities respond imaginatively to their teacher's prompting linking their arm and body movements to the theme of "wind". They effectively link movements together into a sequence and overall show good control, co-ordination and self-discipline in their movements. By the end of Key Stage 1 pupils' co-ordination and control is satisfactory. However, whilst a few show good ball control skills, a minority of pupils have difficulty throwing, rolling and catching a large ball and are too easily satisfied with their performance.
160. By the end of Key Stage 2 pupils show good control and co-ordination in their work. They select appropriate movements and apply them accurately and appropriately when taking part in a music and movement session. Pupils know the importance of warm-up activities and link such activities to physical changes in the body, such as linking strenuous activities to increased heart beat. In discussion pupils showed that they know that increased pulse rate enables more oxygen to be supplied to the muscles, which is necessary for the release of energy. These pupils are also aware that regular strenuous exercise helps to promote good health. Pupils in Year 6 exercise safely giving each other adequate space.
161. During the inspection no organised games activities were seen but teachers' planning and discussion with pupils indicate that all elements of the physical education curriculum are covered at different times throughout the year. Pupils have opportunities to develop their swimming competence and the school reports that practically all pupils can swim twenty-five metres before they leave Year 6. All pupils also have opportunities to take part in outdoor activities during their residential visits. The school also provides pupils with opportunities to take part in a wide range of extra curricular activities. This is having a positive impact on their social development.
162. Pupils' attitudes and behaviour are generally good and they sustain good energetic activities in most lessons. Pupils enjoy their physical education activities and are, in the main, well motivated and disciplined.
163. The teaching in Key Stage 1 is satisfactory and good in Key Stage 2. In lessons where the quality of teaching is good or better, activities are well planned and lessons proceed at a good pace. Pupils show self-discipline and the teaching encourages high standards of performance. Pupils are encouraged to become self-critical and to practice so as to improve. Good performances by pupils are used by teachers to highlight good control, movement and co-ordination and this effectively raises pupils' self-esteem and also gives other pupils standards to aim for. Pupils, in all lessons, co-

operate well and show good social awareness when working in pairs and small groups. They readily accept responsibility and look for ways to help their teacher, as when arranging equipment and putting it away in storage cupboards.

164. The recently appointed co-ordinator is providing the subject with good leadership that is beginning to have an impact on standards. However, no time is made available for monitoring the teaching and pupils' attainment is not formally assessed. A scheme of work is in place and staff are well supported. The school has a good field for games that is adjacent to the school and the school hall is of adequate dimensions with a good wooden floor. The school is adequately resourced with small games equipment.

RELIGIOUS EDUCATION

165. By the age of seven and eleven pupils achieve standards which are broadly in line with the requirements of the locally agreed syllabus and the achievement of all pupils, including those with special educational needs is satisfactory. This is similar to the findings of the last inspection, though the introduction of a new syllabus has led to improved coverage of different world faiths. Consequently, the subject makes a good contribution to pupils' spiritual and cultural development.
166. By the age of seven pupils have a good understanding of the Christmas story and its meaning. They know that Christians worship in church whilst Moslems go to a Mosque to pray and that many Moslems make a special journey to Mecca. They consider the importance of journeys in general and plan what they would take with them on their special journey of a lifetime. Pupils have not had the opportunity to visit a local place of worship.
167. By the age of eleven, pupils extend their knowledge of world religions and can explain similarities and differences between Christianity, Islam and Judaism. For example they can describe the relevant sacred books and explain that each is written in a different language. In comparing beliefs they know the significance of the Ten Commandments and the Pillars of Islam and analyse the Gospel according to Saint Luke. They know many bible stories from the Old and New Testament such as The Prodigal Son and Moses and can retell stories from other religions such as the Hindu story of Ganesh. They understand that people assume more responsibility as they grow up and link this well to ceremonies such as Bar Mitzvah and Confirmation. Once again pupils have not had the opportunity to extend their understanding of other religions through visits to places of worship.
168. Teaching is satisfactory overall in Key Stage 1 and Key Stage 2. Teachers clearly explain the differences in world faiths. Good use is made of Big Books in Key Stage 1 to improve pupils' knowledge. For example pupils in Year 1 read a book on Islam together and understand that Eid is an important festival. Teachers' explanations are clear. In Year 3, the good account of the meaning of Lent enabled pupils to relate it to the time that Jesus spent in the wilderness. In a lesson seen in Year 6, good questioning made it possible for pupils to recall previous learning. Pupils also understand the importance of taking extra responsibility, as they grow older by hearing how this happens in different religions. In another lesson in Key Stage 2, a potentially interesting activity involving drama proved unsuitable, due to pupils' unsatisfactory attitude and behaviour. Teachers are making too little use of information and communication technology in religious education.

169. There are good opportunities to develop pupils' literacy skills through retelling of stories, such as the thorough written account of the Christmas story by Year 2.
170. Leadership and management are satisfactory overall. The introduction of the new agreed syllabus has ensured a wider range of topics is taught and resources are organised and readily accessible. However, there is a weakness in the lack of agreed assessment procedures to check pupils' progress. There has been no opportunity to monitor the quality of teaching and learning in lessons to make sure that all pupils are receiving a consistent approach to the teaching of the subject.