

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Walshaw, Bury

LEA area: Bury

Unique reference number: 105341

Headteacher: Mr Ian Young

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 3-6 February 2003

Inspection number: 246478

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided¹

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Church Street
Walshaw
Bury

Postcode: BL8 3AX

Telephone number: 01204 883415

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Appropriate authority: The governing body

Name of chair of governors: Rev Steven Foster

Date of previous inspection: October 1997

¹ Because Christ Church School is a voluntary aided Church of England school the inspection of religious education and collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
25406 Paul Nicholson Registered inspector	Science Information and communication technology Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
19369 Christine Wild Lay inspector	Inclusion	How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23221 Lynda Parkinson Team inspector	The Foundation Stage English Art and design Geography	How good are the curricular and other opportunities offered to pupils?
31525 Sue O'Sullivan Team inspector	Mathematics Design and technology History Music Special educational needs Equal opportunities English as an additional language	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church is an average-sized voluntary aided Church of England primary school situated in Walshaw, a mainly residential village northwest of Bury. There is a mix of housing including Victorian and modern, privately owned, local authority and rented properties. Currently, there are 204 pupils on roll (107 boys and 97 girls) aged from 4 to 11 years. The school has 11 per cent of pupils eligible for free school meals, which is below the national average. Three per cent of pupils come from ethnic minority groups and none speaks English as an additional language. The school has identified 11 per cent of pupils as having special educational needs, which is similar to the national average. Two pupils have statements of special educational needs, which is below the national average. When children start at the school, their attainment varies, but overall it is similar to that expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school where standards by the age of 11 are above average. Pupils develop very positive attitudes to work and make good progress because of the good quality of teaching. The school is well led and managed. It provides good value for money.

What the school does well

- It helps pupils by the age of 11 to achieve above average standards in English, mathematics, science and history.
- The overall quality of teaching is good, particularly in Years 3 to 6, and so pupils make good progress in their learning.
- The headteacher provides very good leadership and the school is well managed.
- The school fosters very positive attitudes and very good behaviour within the pupils.
- There are very good relationships involving all members of the school community, including pupils, staff, governors and parents.

What could be improved

- In subjects other than literacy and numeracy, the planning of more challenging activities for more able pupils, so as to raise further their levels of achievement.
- The opportunities for pupils to appreciate the diversity and richness of other cultures.

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 progress since its previous inspection in October 1997. It has successfully addressed the major issues raised at that time. For example, the school has greatly improved the provision for information and communication technology through the opening of a computer suite. It has introduced clear schemes of work and assessment procedures for all subjects. The school's budget is more closely monitored. These improvements have resulted in better teaching and a raising of standards.

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	C
Mathematics	B	A*	B	C
Science	A	A	C	D

Key

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

Overall, children in the reception class and in Years 1 and 2 make sound progress and because of good teaching they make good progress in their literacy skills. By the age of 7, pupils achieve above average standards in their reading and writing. In science, art and design, design and technology, geography, history, information and communication technology and music, pupils' standards match those expected for their age.

Pupils build on this sound start and by the age of 11 they gain good levels of personal achievement. By Year 6, standards in the core subjects of English, mathematics and science are above average. This is confirmed by the school's better than average performance in national tests over recent years, which has been improving in line with the national trend and matches that found in similar schools. Over recent years most pupils have reached Level 4, the expected standard for a typical 11-year-old, in each of these subjects. This is better than is normally found. The proportion going on to achieve the higher standard, Level 5, is well above the national average in English and above average in mathematics and science. In art and design, design and technology, geography, information and communication technology and music, pupils' standards match those expected for their age. In history, pupils' standards are higher than those expected as they show good levels of knowledge. It was not possible to make a judgement on standards in physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They enjoy school, are enthusiastic and show good levels of concentration.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, at lunch and break times and when moving around the school. They are polite and friendly.
Personal development and relationships	Pupils' personal development is good. Their relationships with each other and with staff are very positive.
Attendance	The pupils' attendance rate is well above the national average.

The pupils' very good behaviour and their very positive attitudes and relationships are important strengths of the school and contribute greatly to their good levels of progress and the ethos of the school. The school successfully promotes the inclusion of all its pupils.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and as a result pupils make good progress in their learning. In the lessons observed all of the teaching was satisfactory or better; almost half was good and a further sixth was very good. Good teaching was observed in each section of the school. The very good teaching was observed in Years 3 to 6 and overall learning is better in these years.

The teaching of literacy is good throughout the school and the teaching of numeracy is sound in the early years and good in Years 3 to 6. Strengths in the teaching include the very good management of pupils and well-planned lessons. Teachers share with the pupils what it is they want them to learn and as a result pupils are clear about what they have to do and how. In some lessons, teachers do not provide more challenging work for higher-attaining pupils so as to extend their learning further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities, which provide a wide-ranging, well-balanced curriculum.
Provision for pupils with special educational needs	The school makes good provision for these pupils. They make good progress as they benefit from specialist teaching and from the support of teaching assistants.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision is very good for their moral and social development and good for their spiritual development. Overall, pupils' cultural development is satisfactory but there are insufficient opportunities for pupils to appreciate the diversity and richness of other cultures.
How well the school cares for its pupils	Staff are very caring and sensitive to the needs of the pupils. Good procedures are in place to ensure the health and welfare of pupils and to monitor their progress through the school.
How well the school works in partnership with parents	The school has a very good partnership with its parents. Parents make a positive contribution to their children's learning both at school and at home.

Strengths in the school's provision include very good procedures for promoting good behaviour and very good quality information for parents. The school has correctly identified the need to develop the teaching of skills, particularly for higher-attaining pupils, and to improve multicultural education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and committed leadership. He is well supported by all members of staff. Together they make an effective team and the school is well managed.
How well the governors fulfil their responsibilities	The governing body carries out its statutory duties well, has a good understanding of the work of the school and plays an increasing role in shaping the direction of the school.
The school's evaluation of its performance	The school successfully evaluates its own performance and identifies appropriate areas for future development.
The strategic use of resources	There are efficient systems for financial planning and administration. The school carefully applies the principles of best value and so makes good use of its staff, resources and funding, including grants.
The adequacy of staffing, accommodation and learning resources	The staff are suitably qualified, experienced and well matched to the needs of the pupils. The school's buildings provide adequate accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twelve parents attended a meeting with inspectors and 96 (47 per cent) completed questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The teaching is good and children make good progress. • The school has high expectations and it helps children to become mature and responsible. • The school is well led and managed and the staff are approachable. 	<ul style="list-style-type: none"> • The amount of homework.

The inspection findings support the positive views of the parents. Inspectors found that homework provided good support for pupils' reading and satisfactorily supported their learning in other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the school's last inspection, pupils made satisfactory progress and by the age of 7 most reached the nationally expected standards in all subjects. By the age of 11, standards were above average in mathematics and history, average in all other subjects but there were weaknesses in the standards achieved in information and communication technology. The school has maintained the overall average standards by the age of 7 and has improved standards in English. Currently, standards by the age of 11 are above average, particularly in the core subjects of English, mathematics and science. Improvements over recent years to both the quality of teaching and the learning opportunities provided have led to the raising of standards.
2. Children currently start full-time schooling at Christ Church in the September following their fourth birthday. Attainment on entry to reception varies between individual children and between the groups of the children that enter the school each year. Overall, their attainment is similar to that expected for their age. Children make sound progress in reception as a result of satisfactory and at times good teaching. They exceed the early learning goals² in personal, social and emotional development and in their communication, language and literacy because of good teaching in these areas of learning. Children make satisfactory progress and most achieve the early learning goals in mathematical development, knowledge and understanding and creative development. Their progress in physical development is currently limited while the building of a new Foundation Stage unit takes place.
3. Over recent years (2000-02), the school's results in National Curriculum tests for 7-year-olds have been consistently above average in writing, more variable but above average overall in reading and consistently average in mathematics. Teacher assessments in science in 2002 show standards to be average. Inspection findings show a similar pattern in the current Year 2. Pupils make good progress in reading and writing, and satisfactory progress in speaking and listening. Overall standards in English are above average. Pupils make satisfactory progress in mathematics and science and they achieve average standards in these subjects. Pupils in Year 2 achieve the expected standard for their age in art and design, design and technology, geography, history, information and communication technology and music. It was not possible to make a judgement on standards in physical education due to building work and inclement weather.
4. The school's overall results in national tests for 11-year-olds have been improving broadly in line with the improving national trend. Allowing for slight differences between individual year groups, the school's results over recent years in English, mathematics and science tests have been well above average. In 2002, the results were above average in English and mathematics and average in science. In comparison with similar schools³ these results were average. However, the school's results compare very favourably in comparison with schools that achieved similar results when the pupils were in Year 2. This would indicate that pupils have made better than normal progress through Years 3 to 6.
5. These good levels of personal achievement are reflected in the standards achieved by the current Year 6. Pupils achieve above average standards in English, mathematics and

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in communication, language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ National benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

science. They have maintained the higher than expected standard in history observed at the last inspection. Pupils reach the expected standard in art and design, design and technology, geography, information and communication technology and music. It was not possible to make a judgement on standards in physical education.

6. Pupils with special educational needs make good progress overall and in particular by Year 6. They achieve well in relation to the targets of their individual education plans. The progress of the small number of pupils from ethnic minority groups is similar to that of their classmates. Higher-attaining pupils make at least sound progress. A common feature in both recent test results, particularly at age seven, and in inspection evidence in subjects other than literacy and numeracy across the school is the smaller proportion of pupils achieving the higher standard. For example, the proportion of seven-year-olds achieving the higher standard, Level 3, in reading and mathematics tests in 2002 was below the national average. In subjects such as science, geography and design and technology higher-attaining pupils gain good knowledge but they do not always get sufficient opportunity fully to develop their skills and understanding. The school has correctly identified the need to further develop the learning opportunities it provides for its higher-attaining pupils so as to ensure they make the best possible progress.
7. The use of reading and writing skills in subjects other than English supports the development of pupils' literacy skills. For example, pupils produce well-written accounts in history and geography. They make satisfactory use of their measuring skills in science but only limited use of their numeracy skills in design and technology. The use of information and communication technology to support learning in other subjects has improved since the last inspection; however, its use is still limited. Technical difficulties have restricted the use of the Internet and opportunities to use skills learned in information and communication technology lessons are often missed. For example, pupils make little use of their data handling skills in subjects such as science.
8. The school has set realistic targets for pupils to achieve in literacy and numeracy. It has successfully raised pupils' standards in the core subjects of English, mathematics and science. As a result of good teaching and an improved curriculum, pupils reach good levels of personal achievement. There is a strong commitment amongst the staff to raise standards further.

Pupils' attitudes, values and personal development

9. Pupils' attitude to learning, relationships with each other and their behaviour are very good. Parents feel that the children like their school and are happy to be there. Their rate of attendance is well above the national average and it is evident from observing pupils around the school and in lessons that they enjoy being in the company of the staff and each other. These findings are an improvement on the judgements in the last inspection.
10. Pupils' attitudes to learning in lessons are very good. They take interest in what is being taught and take pride in the presentation of their work. Pupils respond well to working collaboratively and help each other when necessary. For example, in an information and communication technology lesson, a pupil who requested another to remind him of the next step was given assistance in a friendly and supportive way. The majority of pupils listen to each other and the teacher carefully. The introduction of circle time⁴ in school is ensuring that pupils are aware of the expectations of the teachers to respect others and behave well. In the mornings, pupils are able to come into the classroom early. They

⁴ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

organise their belongings and take their seats quietly. By the time registration is complete pupils are ready to start work.

11. The vast majority of pupils have a clear understanding of how the school requires them to behave. They are well aware of the expectations of the school's very good provision for moral development. Pupils move around the school in an orderly manner and enter classrooms quietly and with regard to others working nearby. At lunchtimes pupils line up to take their turn eating in the dining room, they wait patiently for others to finish, they sit and eat their meals sensibly and talk to each other amicably. In the playground they play together well, older pupils volunteer to look after younger ones. A friendship area along with a buddy system ensures that everyone has someone to play with. When playing in the snow pupils thoroughly enjoyed themselves without any aggressive or inappropriate behaviour. Pupils interviewed were unable to recall incidents of bullying. They know the school rules and appreciate the Golden Time and merit rewards systems. No racial incidents, oppressive behaviour or bullying was seen during the inspection.
12. The personal development of pupils is good. They enthusiastically join in activities, such as clubs and raising funds for charities. The strong ethos of the school in caring and valuing others is apparent in the good response of pupils to the staff. Pupils are eager to accept responsibility; they are supportive of the school council and feel that it enables them to have a voice in the school. They carry out duties such as older pupils hearing younger ones read and carefully keeping a daily record, they return registers to the office and help with the overhead projector in assembly with good grace. The last inspection identified that the skills that enable pupils to take responsibility for their own learning were underdeveloped. The opportunities for pupils, which would enable them to develop these skills, have improved but are still limited.
13. Relationships throughout the school are very good. Pupils understand how their behaviour affects others. They are friendly and co-operative amongst themselves and to staff. In the classrooms the pupils relate well to the teachers and the teaching assistants, they are confident in their care and know they are valued in return. Pupils with special educational needs respond well to the teachers and pupils with behavioural difficulties are helped to relate to others and work as a team from an early beginning in the reception class.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching and learning is good. Teaching has improved since the previous inspection. This is due to improved monitoring of the work of all teachers, to better curriculum planning, and to the commitment of all teachers to improve. In the lessons observed nearly a half of the teaching was good, and a further sixth was very good. There was no unsatisfactory teaching. There is good teaching in each section of the school though it varies in quality between classes and subjects. The very good teaching was seen in Years 3 to 6 and overall pupils learn better in these years.
15. The quality of teaching in the reception class is sound overall and often good. It is particularly good in personal, social and emotional development and in communication, language and literacy. Children make good progress in these aspects of learning. Teaching takes account of the need to provide children with good opportunities to plan and to make choices and decisions about their work. Activities which are on-going, however, do not always have a sharp enough focus so that children's experience and learning is steadily built upon whilst at the same time retaining the flexibility for children to make decisions and choices.
16. In Years 1 to 6, teaching in English, mathematics and science is good overall. Literacy skills are taught well and in some years very well. Teachers follow the planning and

lesson structure of the National Literacy Strategy. This leads to well-managed lessons and stimulating learning. Pupils enjoy the whole-class sessions when they are keen to contribute ideas. All teachers support the school's literacy objectives by giving pupils opportunities to discuss and explain, to read stories, poems, songs and non-fiction texts, and to write in appropriate styles. The teaching of numeracy skills is good. In some years it is very good and results in high achievement by pupils. Pupils acquire a solid foundation in basic number skills and are developing particularly well their ability to carry out mental calculations. They are practised at explaining their reasoning and this makes a significant contribution to their achievement in mathematics. There is little evidence of the planned extension of numeracy skills in other subjects, apart from science where it is satisfactory.

17. The adoption by the school of national schemes of work and related curricular planning has helped to provide teachers with confidence in most aspects of other subjects. Teachers have a secure knowledge of most of the subjects they teach, except in information and communication technology and music. Teachers have benefited from training in these two subjects but are not equally secure in teaching it across all years. In some subjects the reliance on commercial schemes of work has helped teachers to match work well to the needs of the majority of their pupils. However, these do not provide sufficiently challenging work for higher attaining pupils who do not have enough opportunities to extend their work to higher levels.
18. In information and communication technology teachers are usually confident in teaching basic computer skills. Pupils work well in the computer room and are developing basic skills. These are not, as yet, sufficiently applied in other subjects so pupils have few opportunities to use their skills in other learning. Some older pupils are confident in searching the Internet when carrying out research at home, but opportunities at school are limited due to technical difficulties the school has had.
19. Since the previous inspection teachers have worked hard to improve curricular planning. This has led to good use of consistent half-termly and weekly planning. Lessons are well structured and include recall of previous learning, new teaching or consolidation, and review of what has been learned at the end. Teachers share lesson objectives with pupils and check that pupils understand how to meet them. The result is that pupils are clear about what they have to do and how. They respond promptly and work with effort and concentration. The timing of lessons allows a good balance between direct teaching and pupils' practice. Pupils enjoy both and make good progress in most lessons.
20. Teachers, however, have not identified the need to provide more challenging work for higher-attaining pupils. At present, these pupils finish class work quicker and then in the main do more of the same work. They need opportunities to take the initiative in extending their learning and in becoming more independent. When such opportunities are given pupils make good use of them. For example, in a music lesson pupils worked with enthusiasm composing their own short piece with percussion instruments and produced some very effective work. In a geography lesson pupils were asked to research a topic for homework over two weeks and to make an oral presentation. The effort and initiative they showed were impressive and it was clear that they had enjoyed the task.
21. The key elements of the best teaching are the teachers' high expectations of what pupils can achieve and their teaching strategies to engage and interest pupils. Pupils behave well in all classes and the relationships between pupils are very good. These allow all pupils to feel fully part of the class. However, it is noticeable that pupils most enjoy taking an active part themselves and contribute well when they do. In some lessons the teacher controls the learning closely so that pupils follow, but do not take responsibility themselves.

22. Support staff play an active part in lessons. Where teachers and assistants work closely together the support to pupils is well focused. This is particularly effective when assistants work with lower-attaining pupils or with those with special educational needs.
23. Teaching for pupils with special educational needs is good. Teachers know their pupils' needs and make sure that they are fully involved in the work of the class, by giving them tasks at an appropriate level and by targeting questions carefully. Pupils with special needs join in well and make good progress in relation to their individual education plans. Pupils with statements of need receive very good specialist support. The school has a register for gifted and talented pupils with one child named on it. Provision for this pupil in literacy and numeracy is suitable. The school has not identified further pupils although there is a proportion of higher-attaining pupils in the school who could meet the criteria.

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

24. The curriculum meets the statutory requirements of the National Curriculum. There are schemes of work firmly in place for all subjects. The schemes of work ensure a fully balanced curriculum, providing continuity and progression for all pupils. This is a good improvement since the previous inspection. The school's overall provision for pupils' personal development, including spiritual, moral, social and cultural development, is good.
25. The curriculum for the reception class is satisfactorily in place. It is planned to the recommended six areas of learning and takes account of the way young children need to develop initiative. The outdoor provision for children's learning during the inspection was weak because of unavoidable circumstances due to new building works that will result in a new Foundation Stage unit. The new unit, which is due to be completed in the near future, will rectify this as plans suggest that provision in this area of learning will be significantly improved.
26. The quality and range of learning opportunities for pupils in Years 1 to 6 is good overall. The school has effectively implemented the national guidelines for literacy and numeracy. This contributes to the success of the pupils and as a result has raised standards in these subjects. There is a reasonably good balance between English, mathematics and science and the other subjects of the curriculum. However, schemes for these other subjects are not sufficiently exploited in order to challenge all pupils and promote the best possible progress. For example, there are some omissions in developing skills in music and design and technology. Learning opportunities in science need a little more development to ensure that higher-attaining pupils fully develop their understanding and investigative skills. The national schemes of work that the school uses, and the commercial schemes, which supplement this provision, cover the curriculum in its entirety. They provide a lot of detail for staff and governors. This is an improvement since the previous inspection. There is, however, a need to develop in the curriculum planning a higher level of challenge, especially for above average pupils. This needs to be done through a better balance of activities and the skills they need to learn to carry them out. The differences between content and skills are not sufficiently highlighted in the planning to help teachers assess pupils' development in learning certain skills, so that teachers can then challenge the more able pupils further still. This is in all subjects, but especially so in science, art and design and design and technology.
27. There is a very wide range of additional activities and visits that enrich the curriculum. These cover sporting, cultural and academic aspects of learning. Pupils learn French in the summer term. The school has good links with partner institutions at differing levels and the contribution of the community to the work of the school is satisfactory. For example, the English co-ordinator has good links with the local secondary school. She contributes to

the local meetings of co-ordinators and has also contributed to a unit of English work that bridges the curriculum in Years 6 and 7. This supports pupils' transfer to the secondary school and the continuity of their work. Pupils visit the local library and there are good links with Christ Church itself.

28. The school is fully committed to equality of access and opportunity and is successful in ensuring the inclusion of all its pupils. The school provides support to groups or to individuals according to their needs. Curriculum provision for pupils with special educational needs ensures their good progress over time. Good quality individual education plans provide clear targets for these pupils. The school has begun to identify pupils whom they consider are gifted and talented and to make particular provision for them.
29. The provision for pupils' spiritual development is good and has improved since the last inspection. Within the Christian ethos of the school, there is a distinct atmosphere of values, respect and caring for each other. In a well-developed assembly, the theme of the Wedding at Cana provided pupils with an enriching experience as well as highlighting the helping of others. The school prayer, which was written by an ex-pupil many years ago, is said with feeling, a sense of reverence and ownership. Pupils welcome sharing their feelings in circle time, when they sit together and discuss topics such as bereavement and the effect it has on them and how they can support others through a difficult time. In one class, a Golden Pot is available for pupils to place privately any concerns that they wished discussed in circle time. The school has good links with the local church and often raises funds together; the local vicar leads assemblies and is well known to the pupils.
30. The provision for pupils' moral development is very good. The school rules, the awarding of merits in weekly well-done assemblies and Golden Time all reflect the school's high expectations of good behaviour. Golden Time encourages the pupils to gain points over the week; this allows them to have a free choice of activities for half an hour each week. Parents are happy that the school teaches from an early age the moral values that show pupils right from wrong. Pupils of all ages are appreciative of the school council. Discussions on improvements that can be made to the surroundings or behaviour help the pupils to develop a respect for the needs of others as well as their own. Pupils collect team points for good behaviour, good manners at lunchtime and playtime and for punctuality. They look forward to hearing in the 'well-done assemblies' which team has won.
31. Provision for pupils' social development is very good. The school provides many opportunities for social development, for example, older pupils read to younger pupils. During lunchtime play, older pupils act as friends to others and wear a badge for identification; these pupils try to ensure that everyone has someone to play with. Pupils carry out duties in a variety of roles, the star of the day, chosen by the class teacher helps with tasks the following day. Golden Rules reflect the aims of the school, school rules are displayed throughout the buildings, classroom Golden Rules are discussed and pupils are able to take part in their construction. In circle time and in other lessons pupils learn to take turns in speaking and they listen to what is being said, this assists them in developing skills working together co-operatively. Visits to a local activity centre help to foster team building skills.
32. The school provides opportunities for pupils' cultural development satisfactorily. Studies in art, history and religious education help pupils to understand their own and other countries cultures, for example in religious education Judaism is taught and in history pupils learn about Ancient Greeks and Egyptians. Visits to the theatre and taking part in to the local church musical celebrations provide cultural appreciation. The local secondary school has provided examples of art from other countries such as China. Provision for preparing

pupils to live in the multicultural society of their own country is still less well developed, as the last inspection identified.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school provides good care of its pupils. Staff know their pupils very well and very good relationships are a strength of the school. Pupils respond very well to the teachers and in turn are respected and valued.
34. Arrangements for child protection, safety and welfare are in place. The school complies with the local area committee's child protection guidelines. Procedures and routines for dealing with child abuse are well established. The school meets the requirements to have a designated child protection co-ordinator. Most staff are aware of the designated person for child protection, but the school needs to impart this knowledge to new staff. The school has built a good working relationship with outside agencies that provide support when needed.
35. The school has an appropriate health and safety policy, and governors and staff regularly review the premises. Through the personal, social, health and citizenship education lessons pupils are taught to help care for themselves. The local community policeman along with the school health advisors visits the school to talk to pupils. Taking part in the Crucial Crew programme alerts pupils to the roles of the emergency services and how to protect themselves from the dangers in the home and fire precaution. The school is part of the Healthy Schools initiative and through the programme has instructed pupils in areas, for example healthy eating. The provision for first aid and supervision at mealtimes is good. A member of staff fully trained in first aid procedures is always on duty at lunchtime, accidents are logged and full information is provided for parents on the nature of any incident. The school has an adequate number of lunchtime supervisors. Fire procedures are adequate, regular testing and logging of fire and electrical equipment take place. The school is clean and well kept by the caretaker who has received appropriate training in the safe handling of equipment and materials.
36. The school's procedures for monitoring and promoting good behaviour are very good. The school's expectations and the system of rewards and sanctions ensure that very good behaviour is evident. The school implements its policy on behaviour consistently in the classrooms, around the school and in the playground. Any incidents of inappropriate behaviour and racism are systematically recorded. The school helps create a happy family atmosphere, which promotes very good behaviour and self-discipline. The procedures for monitoring and eliminating oppressive behaviour are good. Parents feel that any incidents that cause concern are immediately and appropriately dealt with. Pupils appear unaware of bullying, but they know whom to approach if they have concerns. All staff including lunchtime supervisors have received training in the management of pupils and playing games. At the request of the school council, the school has recently purchased new games equipment.
37. The school has good procedures for the educational and personal support of pupils. Teachers know their pupils well and the school provides a variety of activities, for example, a residential trip that enables pupils to build confidence and develop their social understanding. Although the school does not have a formal policy in place for the recording of personal development, it keeps detailed records of behaviour, attendance and special educational needs. The majority of annual progress reports to parents contain good information appertaining to pupils' personal development that is specific to the individual pupils. The school gives considerable importance to the inclusion of all pupils. Good individual education plans ensure that pupils with special educational needs make good progress. The quality of the school's liaison with outside professional agencies to

support these pupils is good. The school's provision complies with statutory requirements for its pupils with statements of special educational needs.

38. Overall, the ways in which the school monitors and promotes regular attendance are good. Registration takes place at the beginning of each morning and afternoon in all classes. Registers comply with the statutory requirements and the use of codes by the teachers has improved since September last year. The school has an expectation of good attendance and it is well above the national average. The way in which the school monitors pupils' attendance is good apart from the fact that the school does not inform itself of the whereabouts of pupils on the first day of absence. However, the headteacher and the educational welfare officer monitor pupils who are a cause for concern. The school has recently carried out a review of absences and the employment of an administration assistant to monitor absence has seen a marked improvement. Registers in the morning are completed and returned to the school office very promptly, which results in some pupils being marked as unauthorised absent instead of late.
39. Procedures for assessing pupils' attainment and progress are good overall. The school fully analyses the results of the national tests for pupils in Years 2 and 6. It also analyses the results of other national tests, which it conducts annually for all pupils in Years 3 to 5. It makes good use of the information gained from the baseline testing when children start school in the reception class. The school is, therefore, able to track pupils' progress fully through their time in school and to identify areas of general weakness, which are used for future curriculum planning. The school makes good use of the assessment data it collects for future planning. It makes full use of comparable data made available from the local authority.
40. The school has developed manageable assessment procedures in all subjects. This is an improvement since the previous report. There are examples of very good practice in English especially in Year 6. They include enabling pupils to assess their own progress regularly, along with discussions and guidance from the class teachers. In English, pupils write the objectives of each lesson at the top of each piece of work. Teachers and pupils then assess directly against these criteria. Following these assessments, pupils are next involved in the setting of short and long-term targets, derived from this collective information. As the pupils are active in the setting of these personal targets, they are particularly effective in raising pupils' levels of attainment. It is intended that this system will be extended to mathematics.
41. In the other curriculum subjects a new system of recording assessments was introduced at the beginning of this academic year. It is a simple and straightforward system. The arrangement of using three boxes is good. Teachers write comments in the three boxes as to which pupils in each class have achieved, excelled or not achieved, against objectives for each half-termly unit of work. The system, however, is still developing because teachers are finding that sometimes the comments are not very useful because they are too broad. They are not precise enough as to what exactly pupils have learnt or not learnt. This is because teachers do not always clearly identify the subject skills pupils need to learn. Actual objectives are not always sharply focused in science, information and communication technology and the other subjects (except English and mathematics). This makes it difficult to assess pupils' attainment and progress precisely and enable teachers to raise the level of challenge, especially for higher-attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have very good views of the school. In the parents' questionnaire, almost all the views were positive. All parents agree their children like school, and almost all agree their children are making good progress.
43. The school has very good links with parents and the very good relationships fostered in the school extend to the parents as well. They are very appreciative of the opportunity to speak to teachers in the morning and feel comfortable in approaching the headteacher and staff. Views expressed at the parents' meeting and during the inspection were mostly positive.
44. As a whole, the information provided to parents is very good. Regular newsletters give useful information on general issues or events. An annual calendar, provided by the school, lists relevant dates and parents feel that it is very useful in reminding them of events and the timing of parents' evenings. Along with the prospectus, new parents receive an induction booklet, which gives general advice on starting school; parents come into school before their children start. Apart from one class where the reports are mainly celebratory, pupils' annual progress reports are very good, with a clear picture of what pupils have achieved, their weaknesses and the targets for improvement. Because of the good knowledge teachers have of their pupils, good information on the personal development of pupils is also included. Three parents' evening per year are held with parents having a choice of two days in the week. Parents felt that a wealth of information is given to them on these evenings. The school implements its good policies on communication with parents. A notice board for parents in the foyer contains useful documents on school issues. At the governors' annual meeting with parents, the school has incorporated presentations on areas such as literacy, numeracy, personal, social, health, and citizenship education. Although the school provides information on the topics in the curriculum that are taught in class during the term in some subjects, not all the foundation subjects are included to enable parents to help their children in their education.
45. The prospectus is a useful document that meets the statutory requirements, although information on special educational needs is a little brief, information included assists parents in preparing their children for school. The governors' annual report to parents is a good overview of the governors' work and is in a readable format. The home/school agreement is specific to the school; parents were consulted and all parents sign the agreement.
46. The school provides good information for parents of pupils with special educational needs. Parents come into school to discuss the needs of their children, and the school involves them in the reviews of individual educational plans.
47. The school recognises the important contribution parents can make in helping with their children's learning and values parents' help with for example working in the classrooms and accompanying pupils on school trips. An active Friends of the School Association is very supportive and contributes to the learning of the pupils by raising funds. Good links with parents are established through the social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. At the time of the last inspection the school was capably led and managed but there were weaknesses in the way the school planned for the future and in the roles of the governors and subject co-ordinators. Since then the school has appointed a new headteacher, it has improved the links between its development plan and budget and the impact of governors and staff in the management of the school. The school has made good progress since its last inspection and currently it is well led and managed.
49. The school is currently renewing its mission statement. The draft statement, which is published in its prospectus, highlights the school's Christian ethos and its aim to provide high quality learning within a caring and secure environment. The work of the school makes a valuable contribution towards achieving these aims. The headteacher provides very strong and committed leadership, with a clear vision for the school. He has developed a good 'team spirit' amongst the staff and governors and won the support and confidence of pupils and parents, who recognise and appreciate how well the school is led and managed. There is a shared commitment between governors, headteacher and staff to continual improvement.
50. The governing body is very supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place, including a special educational needs policy and an informative annual report to parents. The governing body meets regularly and has an appropriate structure that includes committees for finance and personnel, curriculum and premises. Governors have a good understanding of the work of the school through these committees and regular classroom visits. They see questioning policy and practice as an important part of their role. Their involvement in the preparation of the school's development plan has improved through recent opportunities to review progress formally and to express their ideas on how the school could develop. Governors effectively apply the principles of 'best value' to their decision making. They carefully monitor the budget and satisfactorily monitor the impact of their spending decisions.
51. The school has successfully introduced procedures for performance management. Comprehensive training booklets for each teacher record individual targets and track training and progress. The headteacher carefully monitors teaching and learning and this has a positive impact on the quality of education provided. The role of the subject co-ordinators has developed since the last inspection. They satisfactorily monitor planning but their understanding of teaching and learning in classes other than their own remains limited. Management of special educational needs is effective. All procedures required under the Code of Practice are in place and up to date. Statutory requirements are fully met and parents are kept well informed about their children's progress. The link governor for special educational needs regularly meets with the co-ordinator and the headteacher and reports on issues to the governing body.
52. The school's development plan is detailed and satisfactorily provides a large number of appropriate targets for school improvement. The targets are carefully costed and have identified success criteria, though these are not always specific enough against which to measure success. The plan does not clearly identify whole-school priorities for improvement to guide future development and provide a focus for the monitoring and evaluating of the school's progress.
53. The school has a sufficient number of qualified staff to meet the demands of the curriculum. Areas of subject responsibility are adequately covered. The teaching staff has sufficient knowledge and expertise to meet the National Curriculum. The school has five classroom assistants, who consist of four classroom assistants and a special needs

assistant. This benefits the teaching staff and gives additional support to the progress of the pupils in the classroom. The school gives good support to newly qualified staff and follows the requirements necessary for the induction of new staff. The school is involved with initial teacher training and also provides places for students at a nearby college who are presently studying national vocational qualifications. The school's office is run efficiently and this supports the general work of the school.

54. Overall, the adequacy of resources is satisfactory. In music, there is a good range of instruments for use in class lessons. In mathematics, science, English and information and communication technology resources are satisfactory. In design technology, access has improved due to the use of trolleys. The school has a new computer suite, which is an improvement since the last inspection. Due to the ongoing building of the new Foundation Stage unit, the reception class is managing as well as it can with the accommodation and resources available, this should improve when the specifically designated building is completed.
55. The accommodation is satisfactory and the classrooms are adequate for the teaching of the curriculum. The school has recently undergone extensive refurbishment, including a satisfactory new library. Pupils have to move between buildings to make use of the library, the computer suite and the hall. In inclement weather, this makes access difficult for staff and pupils. At the time of the inspection, building work was continuing and a classroom was out of use due to flooding. The staff and pupils managed the difficult circumstances well. The Victorian building does not lend itself to displays, which would normally enhance the accommodation for pupils and staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To build on its many strengths and to raise standards further, the governors, headteacher and staff should now:

- (1) raise levels of achievement further, particularly for higher-attaining pupils, by
 - developing the planning in subjects other than literacy and numeracy so that the skills, as well as the content, pupils are to learn are more closely identified, taught and assessed;
 - matching activities more carefully to the needs of the more able pupils by providing more challenging open-ended activities in which pupils apply their knowledge and develop their understanding;
 - raising teachers' and pupils' expectations of what can be achieved;
(paragraphs: 6, 15,17, 20, 21, 26, 84, 89, 94, 98, 104, 106, 112)

- (2) develop pupils' awareness of the diversity and richness of other cultures by enriching the school's curriculum, through the inclusion of opportunities in all subjects to explore examples of the rich variety of cultures found in Britain.
(paragraph: 32)

In addition to the key areas for development above, the school should consider the following minor issues for inclusion in its action plan. They are indicated by the following paragraphs:

Area for development	Paragraph/s
The management of the school: by developing the role of the subject co-ordinators and providing a clearer focus to the school development plan	51-52
Continue to develop the use of information and communication technology to support pupils' learning in other subjects	7, 18, 85, 111, 113-116

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	17	14	0	0	0
Percentage	0	16	46	38	0	0	0

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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	7	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	20	19	20
Percentage of pupils at NC level 2 or above	School	95 (87)	90 (87)	95 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95 (87)	95 (87)	95 (87)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys in the year group, the table omits totals for boys and girls.

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	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	18	17	18
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	86 (91)	89 (96)	91 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	19	18	19
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	94 (91)	91 (96)	94 (91)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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
Asian or Asian British - Indian
Asian or Asian British - Pakistani
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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
191	0	0
0	0	0
1	0	0
1	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
7	0	0

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)	8.2
Number of pupils per qualified teacher	25
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	101

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1

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	2001-02
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	£
Total income	406,685
Total expenditure	406,638
Expenditure per pupil	2,023
Balance brought forward from previous year	3,255
Balance carried forward to next year	3,302

Results of the survey of parents and carers

Questionnaire return rate 47%

Number of questionnaires sent out	204
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	58	39	3	0	0
My child gets the right amount of work to do at home.	51	39	9	1	0
The teaching is good.	73	24	1	0	2
I am kept well informed about how my child is getting on.	45	45	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	78	20	1	1	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	54	42	2	0	2
The school is well led and managed.	70	29	1	0	0
The school is helping my child become mature and responsible.	67	31	1	0	1
The school provides an interesting range of activities outside lessons.	45	40	8	1	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children enter full time education in the reception class in the autumn term after their fourth birthday. The children enter school with standards that are average for children of this age. Standards, however, are variable and the level of attainment on entry is widely spread.
58. The quality of teaching in the Foundation Stage overall is sound and often good. The staff have developed a temporary environment whilst building work takes place in which the children work very well and it is bright, stimulating and attractive. By the time the children have reached the end of the reception year and are ready to move into Year 1, the children achieve higher than the expected levels of attainment in personal, social and emotional development and in communication, language and literacy. Progress in these areas of learning is good. They achieve the levels of attainment that are expected for children of this age in mathematical development, knowledge and understanding of the world, creative development and physical development, and progress in these areas is satisfactory.
59. The good teaching ensures that children are given good opportunities to develop spoken language, to make choices and some decisions. The class teacher and teaching assistant work very well as a team. Teaching is better where there is more structure to the planning. Where teaching is satisfactory, some on-going activities need a regularly sharper focus in the short term for both children and adults to aim at, without losing the useful flexibility of some of these activities.
60. There was no effective outdoor area for the use of these young children during the time of the inspection, because of current building work. Resources for outdoor provision to support all the six areas of learning are severely limited at the present time. The future school and building plans are intended to rectify this significantly.

Personal, social and emotional development

61. Children are achieving the level expected of them in this area of learning. A good number of children are likely to have achieved beyond the expected level by the end of the summer term. The quality of teaching is good. Children are interested and motivated to learn in the reception class because children are given time and opportunities to achieve their ideas and to work in a variety of situations. They are given good opportunities to select and use activities and resources independently. The arrangement of the classroom facilitates this well. They are learning to work co-operatively in small groups and to work independently. When tidy-up time comes they get on with it conscientiously. They usually take turns amicably and are learning to share. Relationships between staff and the children are very good so children are confident in trying new activities and in initiating ideas and speaking in groups and to each other. Children are very well managed and so they behave well. They sustain concentration and mostly sit quietly when appropriate. On occasion the children are quite noisy. There are specific short times set aside with small groups of children for discussion about how to behave and react to others. On one such occasion, the teaching assistant talked to the children about the reasons for winning stickers for good behaviour, successfully reinforcing their learning in this area.

Communication, language and literacy

62. Children's attainment in this area of learning is in line with that expected for their age and many exceed the early learning goals. The quality of teaching is good. The children realise print carries meaning and have a very good idea of how books work. The majority

can hear, recognise and can sound the letters of the alphabet. A number can recognise and sound double sounds such as 'sh'. The children make very good attempts at sounding out words in order to read them or to spell them with the teacher and the class. When they read on their own they need some encouragement to do this. Many children recognise frequently read words. They make very good attempts at difficult words such as 'our'.

63. The teacher has good strategies for teaching the skills of sentence construction to aid children's learning of how to write. Children are gaining confidence to write and they frequently choose to do their own writing in the writing corner. There are good opportunities in other areas of the classroom which children seize, to write different kinds of messages and notes. Children's correct formation of letters is progressing nicely. The children listen well and speak confidently and audibly. There are good opportunities for children to develop their spoken language. They are given opportunities to select activities that promote taking turns in conversation and negotiating with each other. This was evident in the classroom shop when two girls were deciding who would do what and they used their conversation to clarify ideas and events. Activities, which are purposefully led by adults, make a good contribution to developing children's thinking and verbal expression. The teaching assistant led a very good discussion about puppets and the puppet theatre. This led to one boy suggesting that they needed to write a sign so that 'only two people' would be in the theatre at once. He also suggested that they needed to make another theatre because when he manipulated the puppets, he had to stretch his arms a long way from the back to the front of the theatre. During this discussion the children showed good progress in learning to retell a tale in the correct sequence.

Mathematical development

64. Children's attainment is in line with that expected for their age in mathematical development. The quality of teaching in this area of learning is sound and sometimes good. The children can count reliably up to ten. They can recognise numerals to nine and are learning to use practical methods to work out sums, such as subtraction sums, by taking one off each time, using simple apparatus. They are beginning to use the correct vocabulary involved in adding and subtracting and can find one more or one less than a number from one to ten. They recognise simple patterns and shapes. They can put objects in order of size and match the same shapes together. The children have opportunities to reinforce their learning in a number of activities around the classroom. For example, the children were given the task of counting the number of small balls they caught in the water activity. In singing, a group of children each held large number cards to match their own number in the song they were all singing.

Knowledge and understanding of the world

65. Children's attainment in this area of learning is at the expected level for their age. Teaching is satisfactory. They build and construct with a range of resources. The children notice and comment on why things happen and how things work. This was particularly evident when two boys had a strong discussion about the purpose and usefulness of a certain set-square tool when they were constructing a car track with large wooden bricks. This activity also firmly supported the development of their spoken language, in explaining their points of view to each other. The children can manipulate a computer mouse correctly. After good intervention by the teaching assistant they were aware that computers could print out pictures they have 'drawn and painted' with the aid of a computer program. They investigate materials by using their senses with the help of the teacher, such as when they took brightly coloured materials outside to see the different ways they moved in the air. The curriculum covered in this area of learning is a little narrow.

Physical development

66. It is only possible to make a judgement about the children's development of small movements and their control of small equipment. The effect of building work meant that there was no outdoor area for the children to use nor could they use the school hall. Therefore, there was no evidence of the development of large physical movements, of the use of larger equipment or of the use of large spaces. The children satisfactorily use a range of small tools and objects in painting, writing and construction. They use them safely, with care and with confidence and with increasing control. Teaching is satisfactory and progress is steady. In this aspect the children's attainment is in line with that expected for their age.

Creative development

67. Children's level of attainment is in line with that expected for their age. The quality of teaching and learning is satisfactory. They sing simple songs from memory and recognise repeated sounds. They experiment with colours when painting. They use their imaginations in role-play and in acting out stories with puppets. They design and make a variety of constructions with imagination. The curriculum, however, in this aspect is rather narrow and would benefit from further development.

ENGLISH

68. The overall standards in English are above the average by the ages of 7 and 11 years. This is an improvement since the previous report and it reflects recent test results. The quality of teaching is good overall and sometimes very good, especially in Years 3 to 6. This is also an improvement since the previous report. It ensures good progress for all pupils throughout the school.
69. Reading gets a good start in the Years 1 and 2. In these year groups, pupils read with relative confidence and with some understanding. They are able to re-tell stories in their own words and make comments on the characters. In Year 1, pupils do not always recognise that they have missed words out or not followed the punctuation, but by the time they are in Year 2, they are able to correct themselves when they hear themselves read incorrectly. Higher-attaining pupils know how to use a glossary and contents page. Reading diaries, which go back and forth between home and school, show that parental support is good. The good practice of putting individual targets in these diaries for pupils to aim at gives useful support, both to parents and pupils, and helps to speed up their learning. Comments, which appear later in the diaries, on how well the pupils have achieved the targets, help pupils and adults to monitor progress.
70. Pupils in Year 3 make good progress in reading. Almost all are at or above the expected level for their age and the proportion of above average has increased significantly. School records continue to be kept well in the juniors and show that pupils read regularly at school and at home. Pupils have a range of strategies for tackling unknown words, such as looking inside words for smaller words. As they move up the school, pupils develop a liking for books and can usually discuss them confidently, forming opinions about the characters and the plots. In Years 3 to 6, they comprehend stories quite well and read with expression. Sometimes pupils struggle with new words because they cannot always work them out from the context of the passage. Pupils read a mixture of fiction and non-fiction books, but there is little evidence of the school library being used very much. This was mentioned in the previous report.
71. Teachers provide a wide range of activities to stimulate pupils' writing. Pupils are encouraged to experiment with words and to understand the richness and culture of the English language. Throughout the school, pupils use a very good range of adjectives and use language for effect. When writing about a sea journey, a pupil in Year 2 created a

strikingly imaginative picture when she wrote, 'Suddenly a big part of the ocean wobbled'. Another Year 2 pupil created pace and tension in his story by the effective use of sentences of varying lengths; 'He rowed and rowed and the adventure began. First some nasty sharks came. He was scared.' Pupils are taught cursive handwriting in the second half of Year 2. Handwriting in Years 1 and 2, however, is not consistently well formed or neatly presented. In both years, presentation of work is sometimes neat and clear but this is not always the case. Many times it does not reflect the good quality of the content.

72. Throughout the school pupils learn the differing parts of speech and their uses. They use connectives well in their writing. This increases in sophistication as pupils move up the school and as their written sentences become more complex. In a Year 5 lesson, pupils learnt how to change simple sentences into compound sentences by using connectives. They then learnt that the verbs and the word order might change as a result. Punctuation and spelling progresses very steadily. In Years 3 to 6, higher-attaining pupils use effective similes and metaphors in their writing, such as 'quick as a bullet', 'rotting slates of mouldy wood' and 'his ears were burning from the force of the rain'. Class teachers use poetry well in both the infants and the juniors to teach pupils how language works. In Year 2, pupils learned about the rhythm and structure of poems and then wrote their own simple poems about snow. In a Year 4 poetry lesson, the teacher highlighted that it is not always necessary to use adjectives to 'create a picture'. A large number of pupils have had their poems and fiction writing published in two annual county publications of young people's writing. This is encouraging and inspiring to them and to the rest of the school.
73. Pupils listen to their teachers and to each other well in all classes, in all subjects. The school provides a good number of opportunities for pupils to practise speaking skills in a variety of situations and subjects. These are not having the required effect and the quality of speaking skills does not match achievements in other aspects of English. There are many missed opportunities to plan for and teach specific and sharply focused speaking skills or to remind pupils of what is needed. In a geography lesson for the oldest pupils, they made presentations to the rest of the class but the opportunity to develop oral and presentational skills was not fully exploited. The presentations were a good opportunity to speak to an audience but were not focused enough on good practice.
74. The quality of teaching is never less than satisfactory and the vast majority is good. There is often very good teaching in Years 3 to 6. This is an improvement since the previous report. Assessment of pupils' day-to-day work is very effective in literacy. Pupils are taught to write the lesson objective before each piece of work and are very aware of the purpose of each lesson. Teachers then mark accordingly and write assessment comments at the end of pupils' work that are directly linked to the lesson objective. There are examples of very good practice of pupils assessing their own progress in literacy. In Year 1, pupils did this actively. At the end of the lesson, the teacher asked the pupils to reflect if they had used full stops and capital letters or not in their writing. They then moved into groups according to their own assessment of their work. In Year 6 pupils discuss their progress with the teacher and set themselves targets to achieve over a short period of time. Pupils use tick sheets in their writing books to record their own analysis of their progress. The class teachers then use these to help their assessment of pupils' progress.
75. Management of pupils is consistently very good and behaviour and attitudes of the pupils is consequently very good. Where teaching is at its best, teachers' expectations are high. Expectations of work and behaviour are made very clear and so pupils' progress makes a correspondingly leap forward, as in Year 3. Expectations across classes vary. For example, in a lesson on poetry in another junior class, expectations of pupils checking their work for spelling errors and punctuation were not fully made clear. Pupils with

special educational needs make good progress because they are given the same tasks to do as the average pupils. The effective support of teaching assistants ensures they make good progress. In some lessons, activities based on specific literacy programmes intended to boost pupils' skills are well taught by support staff. Expectations of what the more able pupils can do are not always high enough. At times, the work that these pupils are given does not match their abilities closely enough to ensure better progress.

76. The leadership and management of literacy are good and there is effective analysis and use of test data to track pupils' progress and set targets. Ongoing assessment of pupils' work is regular. Other subjects in the curriculum are used well to support the teaching of literacy. This is particularly so in history in Year 5 and in Year 3. In a Year 3 lesson on the Vikings, there were very good examples of answers in full sentences, which pupils copied into their books. By Year 6, pupils are drawing on models and textual sources to create well-argued reports on children in poverty in Victorian England. In music in Year 3, the teacher pointed out the verse and chorus structures, which supported their learning about poetry in literacy. Marking, however, in both English and literacy in other subjects does not always pick up on some pupils' difficulties in constructing complex sentences. This results sometimes in ungrammatical work when the sequence of tenses is not observed or there are singular and plural mismatches. In subjects other than English, spelling is generally sound but some persistent misspellings are missed in marking.

MATHEMATICS

77. Standards in mathematics by the age of 7 are in line with the national average. By the age of 11 standards are above average. Although some more able pupils are reaching higher standards, especially in Years 3 to 6, they need more opportunity to work at a higher level. The results of recent national tests confirm these judgements. Teaching is good and in Years 3 to 6 it is often very good.
78. In recent years standards have been rising in line with national trends. Pupils with special educational needs make good progress across the school and in some cases their progress is very good. Good standards have been maintained since the last inspection.
79. These standards show that in Year 1 and Year 2 pupils are making a sound start in mathematics. They are growing in confidence in adding and subtracting two or three numbers up to ten, and sometimes to 20, in their heads and in writing. They are beginning to understand tens and units, money, and to tell the time in hours and half-hours. They are developing an awareness of two- and some three-dimensional shapes and recognise their names, such as triangles, circles and squares in Year 1 and cubes in Year 2.
80. This sound achievement is the result of teaching that is always satisfactory and is especially good in teaching pupils basic skills. Pupils are given good opportunities to work things out in their heads as well as in workbook exercises. In a Year 2 lesson the teacher encouraged pupils to think about number patterns when adding to 20 in different ways. Pupils were keen to contribute ideas and quick to see patterns. They then applied this in working out how to complete symmetrical patterns in their books. They counted squares to the left and right of a line of symmetry, matching colours and numbers. Pupils who found this difficult used coloured counters to create their own symmetrical patterns very successfully.
81. In Years 3 to 6, pupils generally make good progress although this is not even in all years. By Year 6, most pupils reach expected standards for their age and a few achieve more. In all years pupils are developing skills of mental calculation well. They explain their reasoning for answers with confidence and are beginning to choose their own methods for solving number problems. In a Year 5 lesson, pupils practised different ways of dividing

- two digit numbers by a one-digit number and chose their own method. This gave all pupils confidence as well as the opportunity to try a more difficult method. In a Year 3 lesson pupils developed a very good understanding of the four main compass points through practical activities. This was then reinforced by a written exercise that involved identifying the location of oilrigs and ships, using compass points. Pupils had to think hard and they responded very well. The teacher's high expectations led to very good achievement.
82. In a Year 6 lesson pupils showed that they remembered well previous learning in a rapid mental activity demanding knowledge of fractions, product, quotient, angles, square numbers and their roots, and mean and mode. This provided a stimulating start to their lesson about rounding numbers to the nearest tenth or whole number, and ordering numbers to two decimal places. Pupils worked very well and in oral work and writing showed good understanding. Some pupils were capable of more challenging work but were given the same task as the rest of the class, which they completed faster. By Year 6 pupils are achieving well in all aspects of mathematics. They are beginning to use computer programs in their work but this is at an early stage.
83. In general, teaching is good and in some years it is very good. All teachers use the National Numeracy Strategy well to provide full coverage of the curriculum. It also helps them to stimulate mental calculation and pupils' ability to explain their thinking. All teachers follow the recommended lesson structure and provide a good balance between teaching and individual pupil practice. Plenary sessions at the end of the lesson are sometimes very well used to check pupils' understanding and to consolidate what they have learned. In this way all pupils are fully involved and are keen to provide solutions and ideas.
84. When teaching is particularly good it is very well matched to what pupils need because teachers know well their pupils' abilities and what they need to do to improve. Teachers provide very clear explanations, illustrated by practical activities in which pupils are keen to join. Sometimes very good teaching helps to correct errors and consolidate learning. In a Year 4 lesson the teacher decided to go over previous work on adding and subtracting in columns because pupils were confused. The teacher modelled good practice on the board, asking pupils to do some themselves, and made sure that they now understood the process. In the individual work pupils showed that they could now do this successfully. This led to very good consolidation of previous work. In this lesson, two pupils with special educational needs worked on a separate task with their support assistant. They were fully included in the work of the class and worked hard, making very good progress. Overall, pupils with special educational needs are making good, sometimes very good progress in relation to their individual education plans.
85. The school has recently adopted a commercial scheme that ensures good coverage of the curriculum. However, teachers do not always provide enough opportunities for more able pupils to work at sufficiently challenging levels and this limits their progress. In general, more able pupils are given the same tasks as the majority but are expected to work faster and then do more, similar work. The school needs to find ways to encourage these pupils to extend their skills in more independent work.
86. The leadership and management of mathematics are good. The analysis and use of test data to track pupils' progress and set targets are effective. Ongoing assessment of pupils' work is regular. Teaching in mathematics contributes to the school's objectives in literacy by giving pupils frequent opportunities to talk about mathematics and to use mathematical terms correctly. There is, however, little evidence of the planned use of numeracy skills in other subjects. In some subjects, such as science, pupils apply their knowledge of mathematics. In others, such as design and technology, opportunities to do so are

missed. At present, the use of information and communication technology in mathematics is under-developed.

SCIENCE

87. By the age of 7, standards of attainment are in line with national expectations. This reflects the results in National Curriculum assessments over recent years, which have been close to the national average. Pupils' standards by the age of 11 are above those expected for this age and the school's results in national tests over recent years have been well above average. This represents an improvement since the last inspection when standards across the school were in line with national expectations.
88. In Years 1 and 2, pupils make satisfactory progress in developing their scientific knowledge. They know the names of the main joints of the body, such as the knee, elbow and ankle, and that babies grow into adults. In their work on materials, teachers provide satisfactory opportunities for pupils to recognise, name and sort common materials. Pupils use a range of appropriate criteria, including rough and smooth, and natural and man-made. In Year 1, pupils identified that plastic would be a good material to make a slide as it was smooth and slippery. Pupils' knowledge of simple electrical circuits and of light is satisfactory. For example, they use a battery, wires and a bulb to build a circuit and they know the sun, fire and candles provide light. Teachers place satisfactory emphasis on pupils undertaking experiments and recording their observations. Pupils use their senses when tasting different fruits and observing melting ice.
89. Pupils make good progress in Years 3 to 6 and by the age of 11 they reach good levels of personal achievement. As a result of a high emphasis on healthy eating, pupils know different foods are needed for energy and growth, and they have a good understanding of the importance of a balanced diet. Pupils know that plants need light and water to grow and through germination seeds grow into plants. Teachers' use of correct scientific vocabulary, such as stamen, stigma and pollination, helps pupils to have a good understanding of the life-cycle of flowering plants. Pupils have a clear knowledge of the earth and the other planets and some can explain how the movement of the earth results in day and night and changes to the seasons.
90. The quality of teaching is good overall; it is sound in Years 1 and 2, and good in Years 3 to 6. Teachers carefully follow the school's well-planned scheme of work for the subject, which ensures pupils develop a good knowledge of the different aspects of science by regular consolidation of previous learning. Through the effective use of the adequate resources available, pupils satisfactorily develop their scientific enquiry skills. Throughout the school pupils make careful observations, record their results and explain the outcomes of their experiments. For example, pupils in Year 2 carefully observe ice as it melts. In Year 3, pupils use paper clips to test the strength of a magnet. Pupils in Year 5 test how well different materials muffle the sound of a ticking clock. As a result pupils successfully make predictions and they have a good understanding of a 'fair test'. All pupils enjoy investigative work. Good quality support from teachers and teaching assistants during practical activities helps all pupils, including those with special educational needs, to make good progress in developing their knowledge of science. The school's very good provision for pupils' social development helps develop their ability to discuss methods and carry out experiments sensibly. Practical activities do not always provide sufficient challenge for higher-attaining pupils to make the best possible progress in developing their understanding and investigative skills. There are too few opportunities for these pupils to further develop understanding and apply the practical skills they have learned. For example, they could select their own equipment, make suggestions about how their working methods could be improved and carry out their own experiments.

ART AND DESIGN

91. Standards in art and design by the ages of 7 and 11 are in line with national expectations. These standards are similar to those observed by the previous inspection. Teaching is satisfactory overall and at times it is better and as a result pupils make satisfactory progress across the school. There is evidence of some good work but pupils do not always make sufficient use of sketchbooks to develop their practical skills.
92. Pupils begin Year 1 with typical skills in creative development. All pupils, including those with special educational needs, make sound progress in Years 1 and 2. They build steadily on what they know as they experience a suitable range of activities. Pupils satisfactorily develop their understanding of pattern by examining and copying patterns in fabrics and by sketching and painting designs in Celtic letters. They develop their observational drawing skills by sketching leaves and by using pastels to produce careful pictures of fruit and vegetables. Pupils develop basic techniques in using three-dimensional media, as when using clay to make models of a local war memorial and thread to make simple cross-stitch designs. Teachers provide appropriate opportunities to work on a large scale. For example, pupils' individual colourful 'rainbow fish' were included in a large seascape collage. The careful work in the samples provided and on display clearly demonstrates that pupils take a great deal of care and have positive attitudes to their work.
93. Pupils in Years 3 to 6 continue to make satisfactory, and at times good, progress. In Year 3, for example, pupils make good progress in their understanding of pattern as when printing their own designs on a triangular piece of material to create a bandanna. Through the teacher's careful questioning, pupils are beginning to evaluate their own work and some use this to improve their own performance. Pupils in Year 4 use designs in string to print on stiff fabric when producing aboriginal pictures. Pupils develop a satisfactory knowledge of famous artists, which supports the school's provision for cultural development. For example, pupils in Year 5 produce paintings in the style of Magritte, the Belgian surrealist painter. In Year 6, pupils enjoyed creating their own 'nonsense' pictures in the style of Hunderwasser. One pupil was keen to point out the sign 'nothing for sale' and the worm with a dog's head that she had included in her picture.
94. Pupils record and practise some of their activities in their sketchbooks. However, these are often underdeveloped as a way of helping pupils collect a range of useful ideas and techniques that they could use when working independently. At present little use is made across the school of information and communication technology to support learning in the subject. Some pupils have used art programs and the Internet to research famous artists, but this work is limited. The subject makes a satisfactory contribution to pupils' cultural development, as when pupils study aboriginal art from Australia and sketch artefacts from India. However, the subject does not make a significant contribution to pupils' understanding of art from a wide enough range of present day cultures, including those from multi-ethnic communities found within this country.
95. The co-ordinator manages the subject satisfactorily and since the last inspection has improved the planning for art and design. Opportunities to evaluate the success of the new scheme of work is limited and the co-ordinator recognises the need to build up a portfolio of pupils' work that would highlight the progressive development of skills as pupils move through the school. Resources are adequate, though access is currently difficult due to building work. The co-ordinator is developing useful links with a local secondary school.

DESIGN AND TECHNOLOGY

96. By the age of 7 and 11 standards in design and technology are in line with national expectations. These standards are similar to those at the time of the previous inspection. Teaching is satisfactory and in some aspects good. All pupils, including those with special educational needs, make good progress in identifying materials, describing methods and in evaluating outcomes. Their design and making skills are less well developed. More able pupils do not have enough opportunities to realise their more ambitious designs.
97. In Years 1 and 2 pupils have made simple pop-up books which are attractive and work. They have also made finger puppets. Pupils in Year 2 drew up instructions for making these and demonstrated them to pupils in Year 1, who then made their own. This gave Year 2 pupils the opportunity to consider the purpose of their design and its audience. Pupils also made cardboard models of *Incy Wincy Spider* climbing up the spout that work effectively.
98. In Years 3 to 6, pupils have the opportunity to design and make models with moving parts. They learn about food technology in a very practical way, visiting a pizza restaurant and making their own. The proof of their success was in the eating! In Year 4 pupils make torches involving circuits and switches. In a lesson all understood how switches and circuits work and some designs were ambitious. One boy was creating a miner's helmet with a torch attached that switched on when the helmet was put on. Some pupils had difficulty in manipulating clamps because they lacked manual dexterity. With help from their teacher they succeeded. Pupils worked well with each other and were keen to succeed in making their torches work. They enjoyed the practical activity. In Years 5 and 6, pupils design and make cardboard models, such as of the Parthenon in connection with their work in history on Ancient Greece. They sew designs to incorporate into plastic key rings.
99. Pupils in all years are taught to record the design and making process systematically. The quality of their written work varies but all show a satisfactory understanding of the processes they have undertaken. Teaching of these aspects is good. Teaching of design is less thorough. In some cases the lack of attention to design results in work that is not of the hoped-for standard. This was seen in some torches and in photographs of some models of the Parthenon with flat roofs because pupils had been unable to make the pediment included in their design and in the original. There is little evidence that pupils use their numeracy skills in designing their work.
100. In the last two years the school has focused on improving the planning of the design and technology curriculum. It has adapted national guidelines to its own purposes. Resources are now better organised and more accessible as they are stored on trolleys. The temporary co-ordinator has undertaken much work to identify good practice and is well placed to lead when she takes on the role fully next year.

GEOGRAPHY

101. An analysis of pupils' work shows that by the ages of 7 and 11 standards are in line with national expectations. At the time of the previous inspection standards were similar. Geography is taught in each term in units which alternate with history. During the inspection two lessons of geography were observed, in Year 2 and Year 6. In these lessons the teaching was good and pupils made good progress. Pupils with special educational needs make satisfactory progress and are well included in the work of their class.
102. In Year 1 pupils are learning to recognise physical features in a locality and to convey information by drawing a simple plan. By undertaking a traffic survey they are beginning to understand some of the effects of human activity on the environment and learning how to

carry out an investigation. In the Year 2 lesson observed, pupils built on earlier learning well. They identified human and physical features on the island of Coll and compared them with those in their own locality. Pupils were quick to find 14 features on the map of the island. They then enjoyed looking at an aerial photograph and a street plan of the area around their school. Working with a partner, which supports the very good social development of pupils, they picked out key features such as the school, the church, a lake and main roads. They recorded these in writing and some were able to sort out those that were common to both localities. Pupils in Year 2 are developing good map skills and good use of geographical vocabulary.

103. In Years 3 to 6, pupils make satisfactory progress when studying chosen localities and aspects of the environment. Older pupils undertake research on the Internet and select relevant information. In the Year 6 lesson, pairs of pupils made presentations about a mountain range of their choice. They assembled an impressive amount of information, much of it from the Internet. They illustrated their presentations with maps and photographs. In one case pupils made a very effective presentation because they had been selective about the information they gave and had chosen their photographs to match what they said. In other cases, too much of the information was undigested and did not make the impact intended. Oral skills in presentation varied considerably and showed that pupils need guidance on how to speak well to an audience.
104. Overall, teaching is most effective when learning objectives are clearly defined in terms of the geographical understanding and skills that pupils are expected to achieve. Teachers have good knowledge of geography and plan their work carefully. They use the adequate resources well to make the subject interesting for pupils. Their pupils respond well and show a real interest in their work, particularly when they are asked to undertake independent work, as in Year 6. The effort that pupils put into their presentations did them credit.
105. Much work has been done by teachers since the last inspection to improve curricular planning and this is now underpinning the steady progress pupils are making. The lack of curricular time available for geography restricts the potential achievement of pupils. The school could take advantage of the overlap between geography and history, particularly in terms of the skills of enquiry, analysis and evaluation needed in both subjects, to plan for complementary development in each throughout the year. Explicit teaching of these skills could help pupils to develop greater understanding of significant issues.

HISTORY

106. By the age of 7 standards are in line with national expectations. By the age of 11 standards are a little higher than average. Standards at the time of the previous inspection were similar. Teaching is satisfactory in Years 1 and 2. In Years 3 to 6 it varies from satisfactory to very good. Pupils with special educational needs are fully included in all work and make good progress.
107. In Years 3 to 6 pupils progress faster. The work of pupils in Year 3 showed a high standard in their exploration of Viking invasions, In Year 1 pupils have studied the Great Fire of London. They are beginning to develop a sense of time through placing the Fire on a timeline and know some key facts about Florence Nightingale, and to a lesser extent about Mary Seacole. They are beginning to look at how hospitals have changed from then to now. There is little evidence that pupils are developing an understanding of why these famous figures or events are important. Coverage of the curriculum over the two years is restricted by the lack of time available and this results in pupils' standards being lower than they are capable of achieving. As no history lesson was seen in Years 1 and 2 it is not possible to make a judgement on the teaching.

108. In Years 3 to 6 pupils progress faster. The work of pupils in Year 3 showed a high standard in their exploration of Viking invasions, their way of life, long-ships, weapons and writing in the Runic alphabet. Pupils had taken great care in presenting their written work and illustrations. They copied their teacher's good models in writing so that they had substantial pieces of work in which they showed good knowledge about the Vikings. They also showed a developing understanding of Viking invasions and the effect these had on Britain.
109. In Years 4, 5 and 6 pupils have studied different periods of history – the Tudors, the Ancient Greeks, World War II and the Victorian period. Their work shows that they have acquired a satisfactory level of knowledge and sometimes apply this with understanding. They are developing skills of historical enquiry by looking at evidence and are beginning to learn how to examine its validity.
110. In Year 6 pupils showed good knowledge about the lives of poor Victorian children. Their written work included detailed 'reports' for Lord Shaftesbury describing the poor health, diet, living and working conditions of poor children. The reports showed a well-developed insight into children's lives at the time. In discussion pupils were able to contrast the lives of poor Victorian children with the lives they themselves lead now and showed considerable empathy.
111. Teachers follow national guidelines to ensure balanced coverage within the time available. They bring history to life for their pupils by introducing the study of artefacts and information about the period, and usually take pupils each year to a museum or historic house. Pupils enjoy their work in history and are keen to learn. They talk about it with interest and enthusiasm. In the Year 5 lesson pupils had learned about the myth of Theseus and the Minotaur. They looked at photographs of the site of the Palace of Knossos and of artefacts, and held a lively discussion with their teacher about the evidence these provided. They were beginning to learn to distinguish between reliable evidence and myth. Some pupils drew sensible inferences from the evidence but others found it hard to separate myth from fact.
112. In general, work in history supports pupils' development of literacy through the opportunities offered to read, discuss, and write. Pupils enjoy discussion and contribute well. Occasionally their written work contains grammatical errors and some spelling is weak. Pupils use skills of numeracy in their understanding of chronology and in learning Roman numerals but there is little other evidence. Older pupils use the Internet but other uses of information and communication technology are not evident in their work.
113. Pupils' achievement in terms of historical understanding is often good in the junior years. Their skills of historical enquiry are less well developed. The school needs to find ways to develop greater consistency in the teaching and to ensure that pupils' skills are built on year by year.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. At the time of the last inspection, standards were below average for a significant number of pupils, resources were limited and there were too few opportunities for pupils to use computers. Resources are much improved following the opening of a computer suite and consequently standards by the ages of 7 and 11 are similar to those expected at these ages. Teachers are beginning to use information and communications technology to support pupils' learning in other subjects but this is still limited.
115. Pupils in Years 1 and 2 develop an appropriate range of skills for their age. They appreciate the difference between hand-written and computer-generated text. They use a word processing program to write labels and edit text by successfully adding capital letters and spaces. Pupils use a simple art program to draw and colour simple shapes, for example of a twig, and they compare these with their hand-drawn pictures. Pupils program a moving toy and use a data-handling program to plot graphs of their favourite foods. They make regular use of programs aimed at consolidating pupils' basic skills in numeracy.
116. In Years 3 to 6, pupils continue to make satisfactory progress in developing their communication skills. For example, they use their word-processing skills to write letters about the environment, a simple desktop publishing program to produce newspaper stories and Christmas cards and an art program to repeat a simple picture to create a pattern. Through carefully planned activities, pupils use sensors to measure light and produce a sequence of commands using input and decision boxes to control imaginary traffic lights and a lighthouse on the screen. In Year 3, pupils explore an animal database. In Year 5 pupils enter data, such as their favourite chocolate bars, and produce block graphs. In a Year 6 lesson observed during the inspection, pupils entered data in a spreadsheet and entered appropriate formulae to total a number of entries. However, technical difficulties have meant that progress in the use of the Internet and in sending e-mails is limited.
117. The school has introduced national guidelines that ensure that all aspects of the subject are taught, which is an improvement on the findings of the last inspection. Activities are often introduced in the classroom then groups are given suitable opportunities to practise the use of new software in the computer suite. Opportunities to use computers to support pupils' learning in other subjects are often missed. For example, pupils learn how to enter simple data and produce graphs but then rarely use this skill when recording their work in mathematics and science lessons. Teaching by either the class teacher or teaching assistants is satisfactory and as a result pupils make sound progress. Overall, staff show sound subject knowledge of the programs they use, though some lack confidence and would benefit from continued training. They provide all pupils, including those with special educational needs, with appropriate individual help and advice when working in the computer suite. Pupils enjoy working on the computers and show good levels of concentration. They behave very well and because of very good social provision co-operate well, with those who are more confident helping the others.

MUSIC

118. Standards in music by the ages of 7 and 11 are in line with national expectations. These standards are similar to those observed on the previous inspection. Teaching is satisfactory and is sometimes very good. Pupils make satisfactory progress across the school but the rate of progress varies between years.
119. In Years 1 and 2 pupils learn about musical sounds and patterns. They learn to control sounds through choral and group singing, to recognise symbols and to produce patterns

by beating or clapping rhythms. They listen carefully and can reproduce a sequence of beats, following a model. For example, in a Year 2 lesson pupils recognised a pattern of beats and pauses created by their teacher. They related these to symbols on the flip chart. They learned quickly to clap different patterns and wrote their own patterns on whiteboards using the same notation. Many were keen to perform their own sequences and did so well. The teacher guided them well from listening to her to their own performance. Pupils enjoyed the work and were keen to join in.

120. In Years 3 to 6 pupils experience a range of musical activities including singing, performing on instruments, composing and listening to different styles of music. In Year 3, for example, pupils listened to a taped song with verse and chorus and then sang along with it. The rhythms of the text and music were complex. Most pupils responded very well, with good rhythm and expression although not all could hold the tune. They then worked in groups to compose a structured musical picture using percussion instruments. Pupils attacked the task with great enthusiasm and produced several good compositions. They used different instruments, rhythm and repetition to create impressive effects. All pupils listened to each other with great attention and showed real appreciation. The teacher's high expectations of what pupils could achieve resulted in very good work.
121. In Year 5, pupils develop skills in part-singing a calypso, accompanied by percussion. They evaluate their previous performance and improve on it by hard work in lessons. The teacher rehearses each group in their part so that all know well what to do. In performance pupils sustain their parts well with good rhythm and pitch and growing confidence. The combination of evaluation, rehearsal and performance within a lesson led to good learning and evident enjoyment.
122. Overall, teaching is satisfactory but this varies between classes and is dependent on the teachers' subject knowledge. Since the previous inspection the school has adopted a commercial music scheme that matches the requirements of the National Curriculum. This is helping teachers to gain confidence in teaching music. Where teaching is most successful it is because teachers clearly identify the skills they want pupils to learn. There are high expectations of what pupils can achieve and useful strategies to help pupils to do so. In these lessons pupils respond with enthusiasm and initiative and learning is good. In music all pupils reach satisfactory levels of achievement, including pupils with special educational needs who are well integrated into the work of the class. They make steady progress.
123. Pupils have other opportunities in the school to take part in music making. Some pupils take individual lessons from peripatetic specialist teachers in the flute, clarinet, recorder, violin and brass instruments. On occasion pupils perform in assembly. There is a weekly recorder club that is enjoyed by the pupils who attend. Pupils perform at certain church events such as the carol service. Younger and older pupils took part in the Christmas musical production *Oops a Daisy Angel*. Pupils have contributed to a compact disk for Children in Need and for the Youth Music Foundation. Enjoying and performing music makes a valuable contribution to pupils' cultural, social and spiritual development.

PHYSICAL EDUCATION

124. It was not possible to observe any physical education lessons during the inspection due to building work and the inclement weather. It is, therefore, not possible to make a judgement on the quality of teaching and learning and the standards achieved. The school, however, provides a suitable range of learning opportunities that ensure that pupils take part in gymnastics, dance and games activities. The school operates an adequate swimming programme. Pupils in Years 3 and 4 attend a course of weekly lessons at a local pool for one term each year. Pupils develop their confidence in water and begin to

use recognised arm and leg actions on their front and back. By the end of the programme, most pupils swim unaided for a distance of 25 metres, the expected standard for 11-year-olds. Some go on to swim greater distances and achieve life-saving awards. Pupils take part in appropriate outdoor adventurous activities during their visit to a local park in Year 5 and during a residential course in Year 6. These include problem solving activities, canoeing, horse riding and orienteering.