

INSPECTION REPORT

ST PETER'S CE PRIMARY SCHOOL

Portishead

LEA area: North Somerset

Unique reference number: 109202

Headteacher: Mrs Hilary Pride

Reporting inspector: Mr Chris Kessell
20695

Dates of inspection: 25th - 28th November 2002

Inspection number: 246892

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 category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hallett's Way Portishead Bristol
Postcode:	BS20 6BT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Malcolm Kemp
Date of previous inspection:	11 th September 2000

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19664	Mr J Bayliss	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
18709	Ms N Bee	Team inspector	Design and technology Music Areas of learning for children in the Foundation Stage	
25771	Mr P Sandall	Team inspector	English Geography Physical education	Pupils' attitudes, values and personal development Provision for pupils with English as an additional language
16038	Mrs J Bavin	Team inspector	Mathematics Religious education	Special educational needs Educational inclusion
19302	Mrs C Perrett	Team inspector	Science Art and design History	The quality and range of the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary School is situated in the centre of Portishead and serves an area of predominantly private housing. It is larger than most other primary schools with 333 pupils on roll; 177 boys and 156 girls. The school provides education for pupils between the ages of 4 and 11. The majority of pupils come from white ethnic backgrounds. There are no pupils at the early stages of learning to speak English. At six per cent, the proportion of pupils who are entitled to free school meals is below average. Nine per cent of pupils are identified as having special educational needs; this is below average. The majority of these pupils are identified as having learning difficulties or medical needs. Four pupils have a Statement of special educational needs. Pupils enter school with attainment that is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school that is very well led and managed by the headteacher. Christian values are very well promoted and a very caring environment is provided for the pupils who have very good attitudes to learning. By the time the pupils leave school, they attain standards above average in English and mathematics. Pupils achieve well in these subjects. The quality of teaching and learning is good overall. Staff and governors are hard working and ensure that pupils receive a good quality of education. The school provides good value for money and its many strengths far outweigh the areas for development.

What the school does well

- Standards of work are currently above average in English and mathematics in Years 2 and 6.
- The school is very well led and managed by the headteacher, who is effective in ensuring that the pupils receive a good quality education.
- The quality of teaching and learning is good overall.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The school provides a very caring environment and, as a result, pupils behave well and have very positive attitudes to learning. Relationships through the school are very good.
- The provision for extra-curricular activities is excellent.
- Links with the wider community are very good, with the school making good use of information and communication technology to join with other schools and organisations around the world.

What could be improved

- The matching of work to pupils' abilities and needs, particularly for higher-attaining pupils.
- The balance of the curriculum and the organisation of class timetables.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 2000 has been good overall. The school no longer has serious weaknesses. Very good progress has been made in relation to the first key issue identified by the previous inspection with regards to the leadership and management of the school. This has improved significantly. The majority of parents and the governing body now have confidence in the way in which the school is run. The role of the subject co-ordinator has developed well and the management of a number of subjects is good. A clear programme of monitoring and evaluation ensures that co-ordinators have a clearer view of the delivery of the curriculum in their subjects and the quality of teaching. All pupils now receive their proper entitlement to the curriculum and equality of access, although some subjects are not taught to sufficient depth. Although the school has identified gifted and talented pupils, not all pupils are challenged as effectively as they could be, particularly in subjects other than English and mathematics. Although there has been some variation in standards since the previous inspection, most of the positive features identified previously have been maintained. In some areas, for example the pupils' personal development, there have been improvements. There is a good commitment to continued improvement amongst the staff.

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 ¹
	2000	2001	2002	2002
English	B	A	B	C
Mathematics	C	B	D	E
Science	B	A	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the National Curriculum tests, in 2002, taken by pupils at the end of Year 6 indicated that standards were above average in English, average in science and below average in mathematics. When compared with similar schools, standards were average in English, below average in science and well below average in mathematics. Despite a recent fall in standards, between 1998 and 2002, the school's trend of improvement was broadly in line with the national trend. In relation to their prior attainment, the pupils made satisfactory progress overall, although progress in mathematics, was less consistent than the other two subjects. The results of the national tests, in 2002, taken by pupils at the end of Year 2 showed standards were above average in reading, below average in writing and well above average in mathematics. When compared with similar schools, reading was below average, writing well below average and mathematics above average. These pupils achieved well in their reading and mathematics in relation to their attainment on entry to the school.

The pupils currently in Year 2 are attaining standards that are above average in reading, writing and mathematics. Standards in science are average. Pupils in Year 6 are achieving standards that are above average in English and mathematics. Standards in science are average. Pupils' achievements are good in English and mathematics, and satisfactory in science. Although standards are above average in English and mathematics, the school is unlikely to achieve its statutory targets, as these are too optimistic.

Pupils achieve expected standards at the end of Years 2 and 6 in art and design, geography, history, information and communication technology, music, physical education and religious education. In some elements of art and design, music and religious education, pupils reach standards above those normally expected. Standards in design and technology are below average. This is because the curriculum coverage for this subject has lacked depth. Recent national test results have shown some differences in the performance of boys and girls. Children in the reception classes are likely to achieve the expected standards in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils speak positively about their school and are enthusiastic about learning. School is seen as fun and to be enjoyed.
Behaviour, in and out of classrooms	Good. Pupils are polite and thoughtful, not just to adults, but to their classmates as well. Their behaviour, when not directly supervised, whether moving round the school, or in the playground, is equally good.
Personal development and relationships	Very good overall. Relationships are very strong, both between pupils themselves, and with adults. Pupils are very aware of their actions on others and are sensitive to other's feelings, values and beliefs. Responsibilities are taken very seriously.
Attendance	Attendance levels are very good and support pupils' learning well.

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

TEACHING AND LEARNING

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

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

The majority of lessons observed during the inspection were good or better, with pupils learning effectively. This was particularly the case in literacy and numeracy lessons. These were consistently good, with basic skills being well promoted. English and mathematics lessons were well organised to ensure that pupils of all ability were given work appropriate to their needs. In these lessons, all pupils made good gains in their learning. Unfortunately, the good practice found in literacy and numeracy lessons was not always found in other areas of the curriculum and teaching in those subjects was less consistent. In a number of lessons, pupils were expected to undertake the same work. This often meant that higher-attaining pupils were insufficiently challenged and did not make the progress they could have done. Pupils with special educational needs make good progress when they are well supported or work is adjusted to take account of their needs. Classroom support staff often provide good support for these pupils. The quality of teachers' marking is variable, as is the use of homework. The teaching in the reception classes is satisfactory overall. The percentage of very good teaching was higher in Years 1 and 2 than in the other year groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall, with excellent provision for extra curricular activities and very good links with the wider community. However, although the quality and range of learning opportunities are good there are weaknesses in the balance of the curriculum that is reflected in some class timetables, and the amount of time allocated to some subjects.
Provision for pupils with special educational needs	Good. Individual education plans reflect pupils' needs well and are reviewed each half term. Most targets are clear and plans identify how success will be measured. The school is developing its work in sharing targets and learning objectives with all its pupils.
Provision for pupils with English as an additional language	There are no pupils in the school at the early stages of learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision has a very positive impact on the attitudes and behaviour of the pupils. Pupils' spiritual, moral and social development is a strength of the school. Although the pupils' cultural development is good, insufficient use is made of non-European cultures within the curriculum.
How well the school cares for its pupils	St Peter's is a very caring school that provides well for the welfare, health and safety of its pupils. The high quality support has a positive impact on attainment and progress. Procedures for assessing pupils' attainment and progress are satisfactory.

Parents rightly feel that the school is a good one. Links with parents are good. They have improved since the previous inspection. Parents support the work of the school well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are very good and she has contributed much to the overall effectiveness of the school, its continued development and the improvement since the previous inspection. Staff morale is considerably higher than at the time of the previous inspection and parents and governors have confidence in the headteacher's leadership. Many of the subjects and other aspects of school are well managed by co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their role well and have a very good understanding of the school's strengths and weaknesses. They are actively involved in the school's future development and fulfil their statutory requirements.
The school's evaluation of its performance	The school continually monitors its performance and shows no complacency. The school and governors ensure that they achieve best value by good evaluation of the school's educational provision.
The strategic use of resources	There is good use of the financial resources available to the school. They are targeted to raise educational standards. Staffing and resource levels are satisfactory. The accommodation is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school and they settle in quickly and happily when they start. • The Christian ethos, spirituality and standards of behaviour. • A culture of celebration and clear priority that the children come first. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Better communication, with the school working more closely with parents. • The amount of homework and more consistency in its use.

The views above are taken from the pre-inspection meeting that was attended by 24 parents, and from the 143 responses to the parents' questionnaires. The inspection team agrees with the positive points that parents make. The inspection team judges the school's links with parents and the quality of information provided for them to be good. Although the amount of homework given is judged to be satisfactory, its use is inconsistent. The headteacher would acknowledge this as an area for development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment on entry to the school is about average. This is a similar picture to the one found at the previous inspection. However, there are variations in the different areas of learning. For example, in the current reception year, the children's speaking and listening skills are stronger than other elements of language development and mathematics. By the end of their time in reception, the majority of children will reach the expected levels at least in all areas of learning and a significant number are likely to exceed these levels. All children make satisfactory progress and show positive attitudes to learning. They enjoy coming to school, show good personal independence and work together in pairs and small groups. The majority of children are confident speakers and inquisitive. They handle books carefully and most are at the early stages of learning to read, showing an awareness of familiar words in a simple text. Although all of the children are given opportunities to develop their pencil control, very few have developed any independent writing skills. The majority of pupils are able to count to ten and to use appropriate mathematical vocabulary, such as 'smallest' and 'largest'. They write numbers correctly and complete simple sums correctly. The children are able to talk about animals hibernating and leaves falling off trees as part of their work about the changes that occur in autumn. They are developing an awareness of different senses as they experience 'dark' and 'light'. Computers are used to reinforce learning and children use the mouse to click on objects and move them around the screen. They join materials together using glue and tape and handle scissors, paintbrushes and pencils with appropriate control. The children's physical development is good showing a good awareness of space and each other when they work in the school hall. They sing songs with great enthusiasm and enjoyment and play percussion instruments. When working together or independently they are able to express their own ideas as they use role-play areas imaginatively.
2. The results of the National Curriculum tests, in 2002, taken by pupils at the end of Year 2, showed that standards in reading were above average. Standards in writing were below average and well above average in mathematics. These judgements are based on average National Curriculum points, which are calculated by attaching point scores to the levels achieved by *all* pupils. When compared with similar schools, standards were below average in reading, well below average in writing, but well above average in mathematics. This group of pupils entered the school with average attainment, overall, but with identified weaknesses in their writing skills and strengths in mathematical development. Despite the lower standards in writing, many of the pupils achieved well in relation to their prior attainment. In fact, the percentage of pupils who achieved the expected Level 2 in writing was very similar to the national average, but the percentage of pupils who achieved the higher Level 3 was below average, whereas it was above average in reading and well above average in mathematics. Despite a decline in reading and writing standards on the previous year, when taking the years 2000 to 2002 together, the pupils exceeded the national average in reading, writing and mathematics. The school is also focusing on writing in response the results in 2002 at the end of Key Stage 1².
3. The results of National Curriculum tests, in 2002, taken by pupils at the end of Year 6, showed standards to be above average in English, below average in mathematics and average in science. National data indicates that these pupils made good progress in English, unsatisfactory progress in mathematics and satisfactory progress in science in relation to the level of attainment they reached when they were in Year 2. The validity of this data could be questioned as about 20 per cent of this year group changed during Key Stage 2³ as a result of pupil mobility. Tracking individual pupils, using data provided by the school provided very similar conclusions. For those pupils who stayed at the school from Years 2 to Year 6, achievement was satisfactory overall. However, the school has looked very carefully at how mathematics is being taught at Key Stage 2. When compared with

² Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.

³ Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

similar schools, standards were average in English, well below average in mathematics and below average in science. Despite the lower standards in mathematics, the percentage of pupils who achieved the higher Level 5 was average. This was also the case for science. English was above average. When taking the years 2000 to 2002 together, the pupils exceeded the national average in English and science. Although results in mathematics have fluctuated, their performance in mathematics was average. Since 1998, the school's trend of improvement has been broadly in line with that found nationally. The school received an achievement award from the Department of Education and Skills for the 2000/01 academic year.

4. The school did not achieve its statutory targets for 2002, as they were far too challenging for the year group and not realistic. There are some differences in the performance of boys and girls that exceed the national trends. The school is looking at ways to address this, for example focusing specifically on boys' writing.
5. In Year 2, standards are currently above average in reading, writing and mathematics. Standards in science are average. In Year 6, a similar picture occurs, with standards in English and mathematics being above average and with those for science being average. The pupils' achievements in English and mathematics are good through the school and satisfactory in science. Eighty-nine per cent of parents who answered the pre-inspection questionnaire agreed that their child was making good progress at school and, at the pre-inspection meeting, most parents felt standards in the school were high, although some concerns were expressed about the level of challenge for the higher-attaining pupils.
6. Pupils in Year 2 have good speaking and listening skills and read with expression and meaning. Books and reading are enjoyed through the school. The pupils write accurately, using the wide vocabulary found in their speaking. They work confidently with numbers and enjoy mental mathematics sessions that they complete successfully. They solve simple number problems and record their results in a number of ways. In science, the pupils are provided with opportunities to carry out investigations and predict outcomes. Their overall scientific understanding is average. By the time they reach Year 6, pupils hold mature discussions listening to each other's arguments before carefully considering their responses. Their reading skills have developed successfully as they have moved through the school and pupils have a good understanding on how to use a library. Their enthusiasm for reading is maintained and pupils develop their writing, using language effectively as they write in different styles and for different purposes. They use a wide range of number operations, such as multiplication and division, and are familiar with fractions and decimals. Scientific enquiry is developed further, but many of the pupils find it difficult to draw conclusions and explain their results after investigations.
7. Standards in Years 2 and 6 in art and design, geography, history, information and communication technology, music and physical education are similar to those found in the majority of schools, although singing is above average through the school, and pupils' drawings and paintings are of a good standard. Standards in religious education reflect the requirements of the Locally Agreed Syllabus with pupils at the end of Key Stage 2 having a good understanding of Christianity. Standards in design and technology are below average because the subject has not been covered at sufficient depth.
8. The majority of pupils with special educational needs make good progress in English and mathematics, where work is well matched to their individual needs. Their achievements in other subjects are satisfactory, but these pupils make better progress when work is modified to their needs or when they receive good support from the classroom support assistants.

Pupils' attitudes, values and personal development

9. The youngest children in the reception classes behave well and develop good relationships with the adults who work with them, and with each other. They enjoy coming to school and settle quickly into their classes. Most children show satisfactory independence as they begin to tidy up at the end of sessions and the majority change confidently and quickly for physical development lessons.

10. Pupils throughout the school have very good attitudes towards their education. The school's aims, expressed in its visionary statement, to develop 'a love of learning, a sense of fun and a feeling of personal achievement' are reflected in the way most of the pupils respond to the opportunities they are offered. This happens in many lessons, where pupils participate, respond, offer ideas and opinions and listen to each other. It is also very visible in the wide range of extra-curricular clubs and activities, which are often over-subscribed. Pupils speak positively about their school and in doing so echo their parents' views, many of whom comment that their children look forward to coming each day. The reservations of the previous report concerning the apathy of some older pupils are no longer relevant, indicating that the school has improved in this area.
11. Pupils' behaviour is good, as it was at the time of the previous inspection; it is better in that it is now consistent across the school, with older pupils in particular setting a good example for younger pupils to follow. Parents, too, are very positive that the school helps their children to behave well. Pupils are polite and thoughtful, not just to adults, but to their classmates as well. They discuss ideas sensibly, showing the ability to listen as well as put forward their own point of view, and use and share equipment carefully, all of which helps their progress in lessons, where teachers spend very little time managing behaviour. Their behaviour when not directly supervised, whether moving round the school or on the playground, is equally good, suggesting that pupils appreciate the reasons for behaving well, rather than just complying when they have to. There is little evidence of any bullying, and pupils and parents feel it is dealt with well, should it occur. There have been no exclusions for the past six years.
12. Relationships are very good, both between pupils themselves, and with adults. Again, the school works hard and successfully to make its statement 'Valuing Others – Valuing Ourselves' more than just words. The Christian ethos of love and care is part of the fabric of the school, and pupils respond accordingly, as when older pupils naturally look after younger ones on the playground. The way in which pupils of all ages talked to inspectors and responded to their questions shows the school is developing mature, confident and friendly youngsters.
13. The previous report was critical of the lack of responsibility afforded to the pupils. This is now improved. Older pupils have responsibility on a rota basis for staffing the school office at lunchtime, answering the phone and greeting visitors. They also look after the libraries and shared areas. A school council is elected annually, with pupils who wish to stand making a presentation to the rest of the class, offering a good opportunity to use their speaking skills in a purposeful way. Its members make sensible suggestions for improvement, for example, redecorating the toilet areas. Pupils are also encouraged to act independently, such as the girls in Year 5 who run an art club at lunchtime for younger pupils. This strength could usefully be developed in lessons by giving pupils more opportunity to show initiative, and to take more responsibility for their own learning and progress towards personal targets.
14. Pupils with special educational needs share the strong relationships and positive attitudes to work enjoyed by their classmates. Teachers, classroom support assistants, and other pupils, successfully help them to feel secure so they contribute to class discussions well. This was evident in a mathematics lesson, when pupils had achieved well with a support assistant in a small group plotting and interpreting co-ordinates on a grid. This group demonstrated their work sensibly and confidently to the whole class at the end of the lesson.
15. The school's strong ethos of tolerance and acceptance helps pupils with special educational needs to develop their social skills very effectively. This means that those pupils who have communication or potential behaviour difficulties work hard, surrounded by other pupils, and tolerate their close physical proximity very well. This is a direct result of the strong relationships that pupils have with teachers and support staff. Pupils who have a Statement of special educational needs benefit from the extremely trusting relationships they have with those assistants who work with them most frequently. Those pupils with significant, but less severe needs flourish socially because teachers are skilled at including them in lessons and valuing their contributions equally.
16. Attendance levels are very good when compared with the average for primary schools nationally. Despite a number of parents continuing to organise annual holidays during term time contrary to the school's advice, there has been significant improvement in attendance since the previous

inspection when attendance was judged to be satisfactory. Levels of unauthorised absence are negligible. They have reduced since the previous inspection and there is no evidence of truancy. Punctuality in the morning is generally good. When instances of lateness occur they are of a minor nature and are not disruptive to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The majority of parents who completed the pre-inspection questionnaire agreed that teaching in the school was good. Inspection evidence would support the parents' views. Overall, 21 per cent of lessons were very good, 51 per cent good, with the remainder satisfactory. This is a very similar profile to the previous inspection, so the good teaching has been maintained. A small percentage of unsatisfactory teaching was observed previously, but not during the current inspection. Although this is a generally positive picture, the figures do mask some inconsistencies. The percentage of very good teaching in Key Stage 1 was higher than that in Key Stage 2, as was the proportion of good teaching. In the Foundation Stage⁴, the majority of teaching was satisfactory.
18. In the Foundation Stage, children's speaking skills are satisfactorily promoted and they have many opportunities to talk about their work. This results in most children speaking with confidence. Children listening skills are not always well promoted, in particular when teachers allow them to shout out during class discussions. Adults generally interact satisfactorily within groups and activities are usually interesting and soundly resourced. Sometimes opportunities are missed to reinforce learning, in particular, regarding the development of independent writing skills. Learning is satisfactory during most lessons, as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. It is occasionally good when the planning is correctly matched to the needs of all children and clearly identifies what is going to be learnt, instructions given by the teacher are clear, and the children are made aware of the importance of listening carefully at all times. In these lessons, support staff are used well to develop and reinforce understanding. When this happens the children concentrate and work well. Teachers' planning is satisfactory but when non-adult focused activities are planned, such planning does not always clearly identify what the child is actually going to learn. Although teachers develop day-to-day assessments on individual children, this information is not always effectively fed into future planning. This results in some children being given tasks that are too easy, or sometimes too difficult.
19. In Key Stages 1 and 2, literacy and numeracy are taught particularly well, as are the basic skills associated with these areas of the curriculum. The majority of literacy and numeracy lessons observed were good or better. This quality of teaching has contributed to the above average standards found in English and mathematics at the end of both key stages. Pupils learn effectively, acquiring skills, knowledge and understanding at a good rate. The National Strategies for Literacy and Numeracy are used well. Two examples of very good use of these strategies were observed in a Year 6 numeracy session taken by the mathematics co-ordinator, where pupils were solving 'story' problems involving measures and in a Year 2 literacy lesson looking at instructional text. Literacy skills are well promoted in other subjects. In a personal, social and health education lesson in Year 6, pupils' speaking and listening skills were very well promoted, as the class maturely discussed what was fair and unfair, and the differences between right and wrong, using drama to explore characters and issues. In Year 2, pupils successfully continued their work on instructional writing in an information and communication technology lesson that developed their word-processing skills. Numeracy skills are not as well promoted as literacy, and information and communication technology is very underused in supporting other areas of the curriculum, although this should be resolved with the purchase of more hardware. In summary, most literacy and numeracy lessons are well organised, with work that is effectively planned for different ability groups. Time is used well, which means that pupils are expected to apply good effort and maintain their interest and concentration. Teachers' expectations tend to be higher in literacy and numeracy.

⁴ The Foundation Stage relates to children from the age of three to the end of the reception year.

20. The positive characteristics of literacy and numeracy lessons are not always found in other areas of the curriculum. In some subjects, too little attention is paid to the range of ability found in classes with most pupils, expected to undertake the same work. This affects higher-attaining pupils the most, as they are not challenged sufficiently and could learn more in these situations. Some parents at the pre-inspection meeting raised concerns about the progress of higher-attaining pupils and, in some instances, their views would be justified. Even in some lessons with many good qualities, not enough is expected of the higher-attaining pupils and insufficient use is made of extension activities, or in setting targets for the time within which pupils should complete their work. The pupils show good levels of interest, concentration and independence and are receptive to further challenges and a faster rate of learning. Pupils talk confidently about their work and have a good knowledge of their learning. Teachers are careful to share learning intentions with the pupils or make clear in their lesson introductions exactly what is going to be undertaken. This is good practice although, on some occasions, lesson objectives can be too general.
21. Very good teaching was observed in other areas of the curriculum, besides literacy and numeracy. In Year 1, pupils linked different movements as they made up simple animal dances as part of their work in physical education. The pupils made helpful evaluations and supportive comments about each other's work. 'They swung their arms just like real elephant trunks', commented one boy, and another, who was particularly impressed by a pupils' careful movements, observed, 'She lifted her (imaginary) basket of fruit so carefully on to her head'. These thoughtful comments were responding to the teacher's challenge, 'Let's have some feedback'. In a religious education lesson, in Years 3 and 4, pupils sensitively and maturely discussed their feelings about being teased or bullied in response to the very good lesson introduction and questioning provided by the class teacher. She ensured that pupils of all abilities were involved in the debate and discussion and that their comments or observations were worth consideration. In a very good Year 2 geography lesson, where pupils were studying the local area, effective use of a classroom support assistant ensured that lower-attaining pupils learnt as well as the rest of the class. In general, support assistants and support teachers for subjects, such as physical education and information and communication technology, are used well and often make significant contributions to pupils' learning. On very rare occasions, their role can be too 'passive', especially at the start of lessons, when teachers are undertaking lesson introductions. On these occasions, better use could be made of their time for example, by supporting particular pupils through the introduction, or undertaking an assessment activity.
22. Relationships are very good in all classes. The teachers' management of the pupils is also very good. These two areas are strengths of the school and ensure that classrooms are inviting, supportive and friendly environments for the pupils. Learning is taken seriously, but seen as fun and something to be enjoyed, and pupils show this in the interest that they convey about their lessons. The school's vision statement 'A love of learning, a sense of fun and a feeling of personal achievement' has been mentioned previously. This can be seen in most classes, not only with the pupils, but also with the teachers.
23. The teaching of pupils with special educational needs is good when teachers modify work to meet their needs in English and mathematics, and classroom support assistants provide a constant source of encouragement. A feature of the best lessons, is demonstrated when the teachers use a range of strategies to help pupils with special educational needs. Questions are adjusted to provide achievable challenge, pairs or groups of pupils are organised to work together supportively and pupils with special educational needs are included fully in every part of the lesson so they can contribute to discussion and conclusions. Support staff provide sensitive support within the classroom and help to keep pupils concentrating, learning and succeeding in small group work. Teachers and support staff are very aware of the importance of nurturing pupils' self confidence as a means of sustaining their motivation. They are skilled at valuing each pupil's ideas and so helping them to learn effectively.
24. Teachers mark work regularly and some of the marking is of a high standard, but there are inconsistencies. On some occasions, marking is too superficial and does not offer the pupil any information about how to move on to the next stage of learning, or guidance on how to improve. The same inconsistencies apply to teachers' day-to-day assessments. Although the teachers know the pupils well, little information is recorded on how individuals or groups of pupils perform in lessons

so that future planning can be adjusted to different pupils' needs. This is a significant area of development although some good practice does exist in the school. The use of homework is satisfactory although some concerns about consistency between classes were raised at the parents' meeting. The headteacher would acknowledge that this is something that has to be remedied.

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

25. The curriculum offered to pupils is broad, and relevant to the needs of the pupils. The range of the curriculum is good. In addition to all the subjects of the National Curriculum and religious education, which follows the Locally Agreed Syllabus, the school offers a programme of modern foreign languages, where pupils are given opportunities to learn some German or French. This starts with the youngest pupils who learn to count in French and learn simple greetings and phrases. As the pupils get older, they have more extended lessons, and learn conversational German and French. As a result of this initiative all pupils have a developing knowledge and understanding of a language other than their own. The National Strategies for Literacy and Numeracy are taught well, and very effectively promote pupils' skills, ensuring above-average standards in these subjects.
26. The provision for the children in the Foundation Stage is satisfactory. Activities are planned according to the national guidance and carefully linked to the half-termly topics that the classes are following. There are regular opportunities, for physical development in the hall and for structured outdoor play in the courtyard area in the centre of the school.
27. Although the school provides a broad curriculum, it lacks balance. Issues of timetabling organisation remain a concern, even though those concerning the proportion of the school day spent in lessons, highlighted in the previous report, have been addressed. The curriculum is planned effectively on a two-year cycle to accommodate the mixed-age classes, but there is insufficient rigour applied to the allocations of time for each subject to ensure that all are taught in sufficient depth, and that no time is wasted. In art and design, design and technology, and geography, there is evidence of superficial coverage and skills not being progressively developed. The staff have recently agreed allocations of time for each area of the curriculum to achieve an overview of what is being taught, and this is an improvement on what was in place at the time of the previous inspection. However, there is a lack of clarity as to whether or not these timings are appropriate for each unit of work. These allocations appear to be the same for each unit of work regardless of the requirements of each unit, and there are periods of time where it is not clear exactly how time is to be spent. This results in some inefficient use of time, and superficial coverage of some areas of the curriculum.
28. The school makes satisfactory provision for pupils' personal, social and health education, when pupils learn about a healthy lifestyle, sex education and the harmful effects of drugs. This provision is linked closely with the school's vision statement, which permeates all areas of school life. Although there is a policy, this part of the curriculum is not rigorously planned, and there are no structured guidelines to help teachers with their planning.
29. The majority of parents agree that the school provides a good range of activities outside lessons. However, inspection evidence indicates that the provision is excellent. The range is extremely wide, and the vast majority of the pupils are involved with these activities, which widen their horizons and enhance learning. For example, over half the pupils learn to play a musical instrument, making good use of the peripatetic instrumental tuition on offer, as well as club activities. The school makes good use of visits to local places of interest, and uses visitors to school well, such as a Japanese gentleman who teaches the pupils calligraphy and origami, extending pupils' understanding of other cultures. The oldest pupils have an opportunity to attend a residential camp, which further enhances pupils' personal development.
30. The school has satisfactory links with the local community, but excellent links with the wider community. International education and global awareness are widely promoted throughout the

school, and the school enjoys many links with schools in other parts of the world. These links are very effectively used to promote understanding of the lives of pupils in differing communities. The pupils use electronic mail and video-conferencing to communicate with their linked schools. This has a positive impact on the information and communication technology curriculum, as well as international understanding. Good links exist with local partner institutions. The staff and pupils join closely with schools in the local cluster on a number of levels. Exchange visits with the local secondary school are much appreciated by pupils, and ensure that when the pupils leave school they move smoothly, and happily, to the next stage of their school life.

31. Pupils with special educational needs have equal access to the curriculum and the exceptional choice of extra-curricular clubs and activities. The school's highly inclusive ethos means that it responds flexibly to meeting the needs of different pupils. This works very well for those who have a Statement of special educational needs, because the school takes full account of the nature of their difficulties in planning special provision. For example, a pupil who needs a programme of physical exercise, works on his occupational therapy after the literacy hour, and before needing to concentrate in a large group for the next lesson. However, the school does not fully monitor which pupils participate in special projects, such as the video conferencing, and the impact of what they miss in class while doing other work.
32. Individual education plans reflect pupils' needs well and are reviewed each half term. Most targets are clear and plans identify how success will be measured. This ensures that pupils make good, systematic progress. The new headteacher has introduced a computerised system for writing targets. She recognises that teachers are still developing the skills to modify these where necessary to make them more specific and relevant to pupils. The school is developing its work in sharing targets and learning objectives with all its pupils. This means that it is well placed to further involve pupils with special educational needs in selecting their learning priorities and devising their individual targets, as required by the revised Code of Practice for special education needs.
33. The school's provision for pupils' spiritual, moral and social development is very good. Provision for cultural development is less comprehensive, but is good. This represents considerable improvement since the previous inspection, when provision was judged satisfactory. At that time, the school was criticised for not providing sufficient opportunity for quiet moments of reflection, for not making moral values sufficiently explicit in all aspects of school life, and inconsistency in opportunities for pupils to work independently.
34. The school has addressed these issues very effectively because pupils' development in these areas is central to its recently formulated vision statement and aims. This statement, 'Valuing Others – Valuing Ourselves' supports aims which are based upon beliefs that encompass self-worth, mutual respect, personal responsibility and effective communication. These successfully form the basis for all that the school does; they influence teaching styles and the school's commitment to equal opportunities. Parents understandably value the school's strong Christian ethos, its spirituality and the standards of behaviour.
35. These values are, therefore, consistently affirmed throughout the school day. Members of staff, visitors to the school and pupils who lead collective worship all successfully contribute to pupils' learning, the importance of co-operation, and considering the impact of their actions on others. Pupils' spiritual awareness is enhanced by their moral development. This is evident in religious education when pupils in Year 2 value their families by working on the topic, 'We are all special'. These pupils collaborate in small groups, with considerable maturity, to ensure that they all provide different ideas for 'helping' and 'hurting' hands. Because teachers value their contributions to discussion, most pupils explore, extend and share their ideas confidently. Pupils of all abilities in Years 3 and 4 express a strong sense of moral outrage at the thought of bullying. As a result of a drama exercise pupils demonstrate a good ability to empathise with victims of bullying with comments such as, 'I wish I was dead'. Older pupils write movingly and empathetically, having read about a Jewish boy's experience of the last war. Pupils are very accepting of each other and learn to distinguish between right and wrong because of the consistently high example set by adults in the school and a growing desire to respect each other.

36. Relationships within the school are very good because teachers treat all pupils courteously and make clear their high expectations of pupils' behaviour and effort. Pupils' very good social development is linked to their spiritual and moral development. They are expected to take responsibility for their work, and given plenty of opportunities to do so. Consequently, they apply themselves very well to tasks when they work independently or in small groups. Because teachers often set tasks that provide pupils with choice, pupils demonstrate that they are prepared to challenge themselves; for example by selecting large numbers for mathematical calculations. Pupils enjoy contributing to the School Council, either as representatives for their class, or in class discussions, taking ideas to their representatives. This is a very effective means of encouraging pupils' strong sense of responsibility to the school community. Similarly, the high membership of the exceptional choice and variety of clubs contributes to their sense of belonging, as well as extending and developing their interests.
37. The school's provision for pupils' cultural development is good. The strengths in the school's music provision, such as the choir, the orchestra, and provision for instrument tuition, as well as the strengths in singing make a significant contribution to pupils' cultural development. Similarly, work with visiting specialists, such as poets, enhances pupils' cultural experience and inspires their work. The school provides a particularly strong awareness of Western and Eastern European culture through various links with other schools in countries, such as Poland and Germany. This is enhanced by raising pupils' awareness of other languages throughout the school. These interests support the school's intention to apply for International School status. While religious education provides one forum for understanding the importance of major world faiths, other than Christianity, the school has not prioritised developing further understanding of the diverse culture and society in which the pupils live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school's provision for the welfare, health and safety of its pupils has improved since the previous inspection and is now very good. It enhances the quality of education that is provided by the school and has a positive impact on attainment and progress. Parents are pleased with the way in which the school looks after their children. They value the positive attitudes that are promoted. There is a focus on the well being of the whole school community.
39. The high quality of support and pastoral care that was reported at the time of the previous inspection has been improved. The minor issue requiring the school to provide more opportunities for pupils to take responsibility for the day-to-day running of the school has been addressed very positively. St Peter's is a very caring and supportive school in which the pupils are happy, secure and able to concentrate on their learning. Throughout the school all pupils receive care and support appropriate to their individual needs whatever their age, sex or background. There is very sensitive and consistent implementation of all relevant school policies by all staff.
40. Led by the caring headteacher, all members of the school community work together to provide surroundings in which the pupils are well cared for and secure. The school actively promotes pupils' well being. Regular risk assessments and safety audits are undertaken to ensure that the school provides a safe and supportive environment in classrooms and public areas. All staff have a good knowledge of the pupils as individuals and this enables them to respond sensitively to individual need. The support provided for pupils with special educational or physical needs is very good. For example, a child in reception, with complex medical needs, is looked after very well. The pupils confidently turn to adults when they need help or advice.
41. The school's procedures for dealing with accidents are secure. No significant health and safety hazards were observed inside the school during the inspection and there is no recent recorded evidence of any particular problems. It is a similar picture outside, although there are some minor issues that have been reported to the school to improve arrangements even further.
42. The school's procedures for child protection are satisfactory. They meet statutory requirements. All members of staff understand their responsibilities and are attentive and conscientious in their approach to the proper support of the pupils in their charge.

43. The school's good procedures for monitoring and promoting attendance have resulted in improved levels of attendance since the previous inspection. Registration procedures are efficient with lateness and unauthorised absence being rigorously recorded. The school's records of attendance are properly maintained and comply with statutory requirements. There is effective liaison with parents when necessary.
44. The school has very good procedures for monitoring and promoting good behaviour, within the school and elsewhere. Rewards and sanctions are fair and are well understood and accepted by pupils. The procedures allow the pupils to take advantage of the opportunities for learning presented to them, secure in the knowledge that the incidence of inappropriate behaviour will be minimal and that, should it occur it, will be dealt with promptly, fairly and effectively.
45. There are good arrangements overall for monitoring and supporting pupils' personal development, with much improvement since the previous inspection. The support provided is of very good quality, ensuring that pupils have a wide range of opportunities to develop as individuals well able to take their place in the wider community. The introduction of a School Council has been a positive feature since the previous inspection. However, there is no formal record of achievement system to celebrate non-academic success. The school recognises this as an area for development. In this respect there has been little improvement since the previous inspection. There are some procedures in place, including the summary contained in the pupils' annual reports that provide an adequate record of the pupils' non-academic progress as they move through their school life. Informal arrangements, which build on teachers' knowledge of pupils as individuals, are good.
46. The school works hard to maintain links with outside professionals to support plans to meet individual pupils' needs. This means that support assistants implement programmes devised by occupational therapists, and speech and language therapists provide assessment to help determine pupils' needs. The school takes care to introduce pupils to their secondary school gradually, over a series of visits, in order to support pupils, reduce anxieties and help the receiving school to understand the nature of the pupil's difficulty. Since the special educational needs co-ordinator has taken a class-teaching responsibility, the headteacher takes the prime responsibility for liaising outside the school to ensure that pupils receive their full entitlement to time with a support assistant.
47. The school is adopting a new format for assessment where pupils' achievement in each subject will be recorded every half term, with this information being used to track progress as well as forming the basis for pupils' annual reports. While the system is in place it has not yet been used, but it should ensure that teachers know how well pupils are performing, and, therefore, enable them to modify what they teach accordingly. There is a clear and informative assessment policy, although information indicating what assessment needs to take place, when it is to happen, and what use is to be made of it, is not available to encourage consistency and help teachers new to the school.
48. There are systems in place for tracking pupils' progress in the core subjects of English and mathematics. Results of tests are carefully analysed and this is used to set targets for improvement, for example in handwriting, where this is seen to be an issue for the whole school. The school is setting up a computerised system for recording assessment, so that all teachers will be able to monitor the progress of pupils in their class. As well as school and whole-class targets, pupils also have individual targets in English and mathematics. These are short-term and effective, are discussed by teachers and pupils and are regularly reviewed, although they are not often referred to in teachers' marking. The writing target sheets, used by the English co-ordinator with her class, are an example of good practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The very large majority of parents responding to the parents' questionnaire, and those attending the pre-inspection parents' meeting, have positive views about most aspects of the school's provision for their children. Parental support is stronger now than at the time of the previous inspection, though still not as strong as often found in similar schools. The large majority of parents feel rightly that the school is a good one. Strengths of the school are seen to be that their children like school,

behaviour is good, the school is approachable, teaching is good with high expectations, there is good leadership and management and the school helps their children to become mature and responsible individuals. Inspection evidence supports these views although some teachers could provide more challenging work at times.

50. Despite the overall positive views there are a small number of parents with concerns about some aspects of what the school provides for their children. Some parents have reservations about the amount of work expected to be done at home, the quality of information provided by the school, particularly about their child's progress, and the school's relationship with them. Inspectors find little to support these views. There is no reason for any parent to feel a lack of information, or to feel distanced from the school if they take advantage of the opportunities provided by the school. Homework arrangements are now satisfactory, but the inconsistency reported previously still exists.
51. The effectiveness of the school's links with parents has improved since the previous inspection and is now good rather than satisfactory. The issue identified at that time, in respect of the need to regain the regard of those parents who had lost confidence in the headteacher's ability to lead the school effectively, has been addressed successfully and, whilst some parents continue to have concerns, they tend to be individual ones. There is clear evidence that the new headteacher's open management style has gained the support of the very large majority of parents.
52. Home school links, supported by a home-school agreement that provides for commitment by all involved to the improvement of standards, are good. The school encourages parents and other helpers to participate in its work and many do so both in school, by helping with reading, games and counting activities, sewing and cooking, for example, as well as at home.
53. Parents actively support the fund raising events organised by the Friends Association that provide very welcome additional funds, as well as successfully fostering relationships between home and school. The involvement of parents and other helpers in the work of the school makes a positive contribution to the quality of learning provided by it.
54. The school has a wide variety of ways for communicating with parents. The quality of the information provided is now good, having improved from the satisfactory judgement made when the school was inspected previously. Informal discussions, formal parents' evenings, open days, annual reports, reading records, school brochures, induction arrangements, parents' notice board and regular newsletters keep parents well informed about school activities. The school prospectus is a well-organised, comprehensive document that meets statutory requirements. There is some good use of illustration that livens the document. It gives parents all the information they need to make an informed judgement about the school and what it offers. The somewhat formal governors' annual report to parents, which also meets statutory requirements, contains much of interest to parents.
55. Teachers discuss new targets and review individual education plans for pupils with special educational needs with parents at the consultation evenings. However, not all teachers have had in depth training about the implications of the revised Code of Practice for special education needs, giving them an opportunity to develop ways of making this exercise one of greater partnership.
56. Parents are provided with regular opportunities to be informed of their child's progress and development. They are also welcome to talk to teachers informally after school, or, at greater length, by making an appointment to ensure availability, given their teaching responsibilities. The pupils' annual reports have been redesigned since the previous inspection when they had weaknesses. The new format resulted from much discussion amongst staff. They were tried out last year and received general approval from parents. Though a radical departure from the previous format, with further development planned, the quality of reporting is presently good. Taken together with the curriculum information provided to parents each half term, they provide parents with all the information necessary to understand what their children know and can do, as well as indicating how attainment compares with that expected. Targets for improvement are well focused and there is good provision for reporting on pupils' personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides very good leadership and management. The serious weaknesses in this aspect of the school have been fully addressed and the very good progress made on this issue is a credit to the new headteacher. Parents and governors are now confident that the school now has an effective headteacher. Ninety-six per cent of parents responding to the pre-inspection questionnaire agreed that the school is well led and managed and very positive comments were made about the current leadership at the parents' meeting. Governors added their views and identified leadership and management as one of the strengths of the school. Inspection evidence would support their opinion. Staff and pupils also identified the headteacher's strengths during the inspection, along with the stability and status she has brought the school by introducing high profile initiatives, such as the Comenius project, that promotes international education or working towards an International School Award or National Gallery art recognition. The Christian values, that permeate all of school life and so admired by the parents, reflect very much the headteacher's thinking and beliefs. She has clear educational vision and a very good understanding of how it is going to be achieved. One of her first tasks was to produce a new vision statement for the school with the staff and governors. 'Valuing Others - Valuing Ourselves' is reflected in all aspects of the school. No new policy or project is agreed without consideration for the school's vision statement to which everyone associated with the school is committed. Staff morale, which was very low at the time of the previous inspection, is now much better and the shared commitment to improvement and the capacity to succeed is good.
58. The headteacher is good role model for other staff and is confident and prepared to lead by example. She teaches weekly and ensures that she teaches in every class at least once every half term, which provides teachers with time and opportunity to carry out and develop their roles as subject co-ordinators. It also provides the headteacher with a good opportunity to monitor, evaluate and develop teaching and learning in classes. She has judged the development of teaching and learning as a major priority, and the very good procedures in place ensure that this aspect is developing well. A very good monitoring programme ensures that, over three years, all curriculum subjects and other aspects of the school, such as staff welfare or community involvement, go through a review process, which includes policy and resource evaluations, and in the case of subjects, classroom observations. A full cycle of review has not yet been completed but many of the subject co-ordinators showed themselves to be good curriculum managers during the inspection and the key issue from the previous inspection with regards to improving the effectiveness of senior managers in the school has been successfully addressed. However, there are some minor weaknesses in the monitoring of curriculum coverage in terms of subject depth and class timetables, which are a result of the monitoring programme not being completed as it was only introduced in 2001. A senior management team is in place that includes senior staff, such as the headteacher and deputy, and also staff who are responsible for school improvement plan targets. This innovative approach ensures that, at some stage, all teachers will be part of the senior management team, which is good professional development and also allays any fears that staff may have about not being included in the decision making process.
59. The school improvement plan clearly identifies the school priorities that are very focused on raising standards and continuing to improve teaching and learning. Staff and governors are appropriately involved in its formation and development and targets and priorities are reviewed regularly. Performance management systems are appropriately implemented and managed although the headteacher considers that the process requires further refinement. Staff targets are linked to the priorities identified in the school improvement plan and the governors have identified relevant performance management targets for the headteacher to move the school forward.
60. The governors have a very good understanding of the school's strengths and weaknesses. Although they are quite rightly proud of the progress that the school has made since the previous inspection, particularly in terms of leadership and management, they are not complacent and appreciate for example, that the school's National Curriculum test results in 2002 were not as good as previous years, especially at the end of Key Stage 2. Overall, the school responded well to this situation with action plans being produced in response to last academic year's test results. The governors are well organised and have a suitable committee structure to ensure the smooth running of the school. A strategy committee that is made up of all the chairs of other committees

along with the chair of the governing body and the headteacher meets to monitor and discuss issues that involve all committees such as the school improvement plan or budget planning. The full governing body meets regularly and is well informed and actively involved in shaping the direction of the school. The school did not meet its statutory targets in the previous academic year. This process has become more rigorous with the school and governors using assessment data more effectively. There are high aspirations and future targets are challenging.

61. The school has good procedures for ensuring that the financial resources available to it, which are broadly in line with those for primary schools nationally, are used appropriately to support pupils' learning.
62. Positively led by the well-informed chair of finance, working closely with the headteacher, who has a secure grasp of the school's financial situation, and supported by a local authority finance adviser, the school plans and manages its budget effectively. This is an improvement since the time of the previous inspection when, although arrangements were generally satisfactory, there was a weakness in development planning, with priorities not costed in sufficient detail to provide a focus for budget planning. This is no longer the case. The high quality of corporate decision making means that all involved feel ownership of the budget strategies and have a shared commitment to them.
63. Recent, and planned, financial reserves, the amount of money that the school carries forward from one year to the next, are higher than is typical for primary schools but they are consistent with the school's prudent contingency planning to ensure that it will be able to respond to changing circumstances with minimal disruption to its planned strategies for the further raising of standards. There is no evidence of any pupil being disadvantaged as a result of the school's spending decisions. The specific funds element of the school's finances, and other additional funding, such as that received to support the action plan following the previous inspection, have been, and are, well targeted. They contribute well to the raising of standards for those pupils involved.
64. There is good identification of priorities for improving the quality of education and raising standards. There is ongoing development of the school's procedures for budget setting and monitoring and for the strategic planning of the school's development as governors and headteacher increasingly work together to ensure that the school provides the best quality education that it can.
65. Routine administration, day-to-day organisation and both internal and external communication are well organised. The daily life of the school runs smoothly. Clerical staff undertake their responsibilities conscientiously. They support the school community well. The school's most recent auditors' report found little to criticise. Its recommendations were given serious and appropriate consideration and all have been addressed satisfactorily.
66. The school makes good use of new technologies. In addition to the support of routine administration and financial activities, where computerised systems are used well, the school has moved forward to embrace the benefits of information and communication technology, through its video links with other schools around the world and its use of the Internet for research and other communication.
67. In judging the school's performance, the headteacher, in particular, and members of the governing body use the four principles of compare, challenge, consult, and compete, well to plan and implement the work of the school to ensure that it provides best value in its educational provision. Compare, consult and compete are strong features, the challenge aspect less so, though it is satisfactory, with some good features. All elements of the school's spending are evaluated in an effort to ensure that the most economic and efficient quality of education and support is provided for the pupils in its charge. A variety of statistical information is used to monitor the quality of learning and identify priorities for development. This is a strong feature of the school's self-evaluation in determining 'what we are doing' but there is room for improvement in how outcomes are used to challenge all aspects of the school's provision to lift this element to the high level achieved elsewhere.

68. Over the last 12 months, the responsibility for leading the provision for special educational needs has been re-organised because the special educational needs co-ordinator now has a class responsibility. Overall, the management of the provision is sound. There are strengths that have a direct and positive impact on day-to-day learning for pupils. These include the systems for identifying initial concerns, the user-friendly format of pupils' individual education plans, and the flexible arrangements to support pupils with greatest need. There is no doubt that the school's commitment to including all pupils completely complements the new disability legislation. However, the special educational needs co-ordinator has not planned to ensure that all staff fully understand the requirements of the revised Code of Practice. Pupils and parents are involved in a working partnership to set learning targets, that exceeds being informed and agreeing them.
69. The school has a satisfactory number of suitably qualified and experienced teachers. These are well supported by a number of hard working and effective support staff. Satisfactory procedures are in place for the induction of newly qualified teachers. However, the headteacher is aware of the need to develop these procedures to include non-teaching staff. Non-teaching staff, including the caretaker, the school secretary and her assistant, learning support assistants and school meals supervisory assistants are valued members of staff and all contribute effectively to school life.
70. The accommodation is good. The building is relatively new and is situated in an attractive setting that enriches many areas of the curriculum. The immediate grounds consist of a range of paths and paved areas interspersed with trees and shrubs. The children in the reception classes use the courtyard, which is situated in the centre of the school for structured outdoor play. This area is totally secure and they have a separate outdoor area to use at other times of the school day. Older pupils use the large playground areas on three sides of the building. When weather permits, these areas are used for physical education lessons, as is the large field. Facilities for physical education are good. Classes use the school's interesting conservation area at different times of the year to support their curriculum work.
71. The internal accommodation is made attractive by good displays of pupils' work that help enhance the environments of all 12 classrooms. Although classrooms are slightly cramped, in particular for the older pupils, they all have well equipped corner areas immediately outside. These areas are easily accessible and used well by the learning support assistants and parent helpers. The hall is spacious and is used for assemblies, physical education lessons and lunches at midday. All pupils use the air-conditioned information and communication technology suite, containing 17 computers, and informative displays reinforce skills and knowledge taught. The library is a small, but inviting place to sit and read or research information. There are plans to extend this, but the school is waiting for the local education authority's review on the school's pupil numbers, before going ahead. The school houses a music room that is used by the visiting music specialists who give individual tuition to a large number of pupils. A well-equipped food technology area is used to support design and technology. The school was built with access for pupils with disabilities. There are toilet and parking facilities and the building and its surrounding grounds are on one level. The premises officer works very hard keeping the school clean and tidy.
72. There are enough resources to teach all aspects of the curriculum. Resources for information and communication technology are satisfactory, at present, but plans for their development will make this provision good in the near future. Curriculum areas, where resources are good, include music and history. Resources are stored in satisfactory ways and accessible to staff and pupils.
73. Taking into account the very good leadership and management, the above average standards in English and mathematics, the pupils' enthusiasm for learning and good behaviour, the good teaching and the very good spiritual, moral and social development, the school now provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. The inspection recognises the above average standards in English and mathematics, the good teaching and learning in these subjects and the good improvement since the previous inspection. In addition to the work already undertaken and the priorities identified by the school through its improvement plan, to improve standards and the quality of education further, the headteacher, staff and governors should now:

Provide a better work match for the range of different ability groups within classes in all subjects by:

- ensuring that day-to-day assessment is used more effectively;
- making sure that teachers' marking is more consistent;
- planning work for different ability groups and providing extension activities for higher-attaining pupils.

(Paragraphs 5, 18, 19,20,24,78,79,80,81,82,83,87,89,90,98,100,103,114,126 and 131)

Improve the balance of the curriculum and class timetables by:

- developing the school's long-term curriculum plan so that the amount of time spent on subject topics is clearly identified to ensure sufficient depth of coverage;
- monitoring all class timetables regularly to ensure that the agreed school policy, with regard to the curriculum, is put into practice.

(Paragraphs 27,58,103,106,108,110,111,112,114,116,117,121 and 124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	33	18	0	0	0
Percentage	0	21	51	28	0	0	0

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

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)	333
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	30
Number of pupils on the school's special educational needs register	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.1	School data	0.1
National comparative data	5.4	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	19	26	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	19
	Girls	24	20	25
	Total	41	36	44
Percentage of pupils at NC level 2 or above	School	91 (95)	80 (95)	98 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	24	25	25
	Total	41	44	44
Percentage of pupils at NC level 2 or above	School	91 (98)	98 (98)	98 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	23	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	16	23
	Girls	19	18	23
	Total	41	34	46
Percentage of pupils at NC level 4 or above	School	84 (86)	69 (73)	94 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	20	21	21
	Total	34	37	39
Percentage of pupils at NC level 4 or above	School	69 (76)	76 (82)	80 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	330		
White – Irish			
White – any other White background	1		
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	2		

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.6
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	141

Financial year	2001/02
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	£
Total income	705,379
Total expenditure	672,510
Expenditure per pupil	2,020
Balance brought forward from previous year	42,177
Balance carried forward to next year	75,046

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	143
Percentage of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	1	0
My child is making good progress in school.	41	48	6	1	5
Behaviour in the school is good.	41	51	4	3	1
My child gets the right amount of work to do at home.	28	55	10	0	7
The teaching is good.	40	55	1	1	3
I am kept well informed about how my child is getting on.	22	52	17	4	5
I would feel comfortable about approaching the school with questions or a problem.	56	39	2	3	0
The school expects my child to work hard and achieve his or her best.	55	40	3	0	1
The school works closely with parents.	22	52	18	3	4
The school is well led and managed.	62	34	1	1	1
The school is helping my child become mature and responsible.	47	46	6	1	1
The school provides an interesting range of activities outside lessons.	41	45	8	1	5

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

75. At the time of the inspection there were 50 children in the two reception classes. Arrangements for receiving children into the reception classes are good, which results in the children settling quickly into school. A small number of children have been identified as having special educational needs and these receive very good support. Information collected on the children currently in reception, when they entered the school, shows their attainment to be average. Their language skills are above average. This reflects the judgements made by the previous inspection team. However, information collected over the last few years does show that standards in the different areas of learning sometimes vary slightly from year to year.
76. Provision is satisfactory and the curriculum for the Foundation Stage is closely linked to the national recommendations for this age group. The two teachers, who are part of a job share, liaise satisfactorily, which enables the management of the class to run smoothly. All three teachers who work in the reception classes are supported satisfactorily by the qualified nursery nurses. Basic speaking skills are soundly promoted and there are good opportunities for children to begin to develop confidence when speaking during class discussions. However, in many areas of learning opportunities are missed to promote writing and develop independent writing skills. Mathematical skills are satisfactorily promoted in numeracy sessions. Good examples to reinforce mathematical vocabulary in other areas were seen in physical development lessons, when children were asked to get into big circles. Listening skills are not always well promoted because teachers sometimes allow the children to shout out during class discussions. When this happens too much time is wasted because adults do not effectively explain why it is important to listen. Since the introduction of the new curriculum for the Foundation Stage, training has been limited in this area. Because of this, the co-ordinator and the headteacher, acknowledge the need to develop the expertise of the adults who work with these young children further.
77. Satisfactory learning resources promote all areas of learning inside and outside the classroom. There is an attractive, secure courtyard that is ideally situated for the reception classes. The children use this for structured outdoor play, but these sessions were limited during the inspection week because of wet weather. The children in reception have regular opportunities to use the hall to develop their physical skills.
78. Teaching is satisfactory and occasionally, good. Adults have high expectations regarding behaviour and consistently develop children's personal and social skills effectively. For example, all the children sit still and behave well during school services and singing sessions. All adults interact satisfactorily with individuals and groups, but sometimes opportunities are missed to reinforce learning. In two physical development lessons, teachers missed excellent opportunities to reinforce the children's understanding of the effects of exercise on the body. There are weaknesses in the planning system, because it does not clearly show how day-to-day assessments are fed into future planning and teaching. The co-ordinator for early years, and the headteacher, are both aware of the need to review the planning and assessment systems. Sometimes planning does not clearly identify whether or not activities are adult focused or state clearly what skills the child is expected to gain by the end of the lesson. Teachers collect information on how well the children are doing in the development of communication, language and literacy and mathematics, which clearly shows the rate of progress they make. However, these systems are underdeveloped in other areas of learning. The use of information and communication technology is used satisfactorily to support learning in the reception classes, in particular with regard to develop basic literacy and mathematical skills.

Personal, social and emotional development

79. Teaching is satisfactory, which results in most children behaving well in lessons and as they move around the school. When adults have high expectations regarding listening carefully and responding to questions, children listen well. However, on the occasions when they are allowed to call out

without putting up their hands, time is wasted and children receive mixed messages from adults regarding how they should behave. By the end of their time in reception, most children are likely to at least reach the expected levels, with many exceeding them. Progress is satisfactory. The children show positive attitudes to learning and enjoy coming to school. Personal independence is well developed, for example, children change by themselves for physical sessions in the hall. A few children confidently ask for a little help. There are many opportunities for the children to work in pairs and small groups and they begin to develop the skills necessary to work independently. Most children confidently select activities although a few were observed wandering and having difficulty choosing what to do. When this happens adults do not always address this quickly enough, which results in a few children achieving little during parts of sessions. All children are encouraged to tidy away at the end of sessions.

Communication, language and literacy

80. The quality of teaching in this area of learning is satisfactory. Speaking skills are well promoted in all areas of learning, in particular, during sessions where children are asked to talk about what they have done. Most children are confident speakers. Many are inquisitive and readily ask visitors questions such as 'What is your name?' or 'What are you doing here, and why are you doing that writing?' All children develop a love of books and children were seen handling books correctly, and looking at them confidently, alone or with a friend. These sessions clearly show the children's positive attitudes to learning and reading. The average- and higher-attaining children begin to develop an awareness of familiar words in the simple texts that they read. A few are able to read and match their voice correctly with the text. Lower-attaining children confidently look at the pictures and begin to tell the story. All children are taught words from the books they read and begin to learn the character names in the written form, such as 'Biff', 'Chip' and 'Mum'. Children are given many opportunities to colour in sheets, which emphasises the initial letter of items, but there are many opportunities missed to develop independent writing skills. Past work shows satisfactory opportunities for children to develop their pencil control but these tasks are not graded according to the different abilities within the classes. All children complete the same worksheets. There are too few references to developing independent writing skills, although children are given many opportunities to speak about pictures they have drawn. This is surprising as writing is identified as a high priority in the school. During the inspection, children were not encouraged to write or copy their own name on the top of the many worksheets they completed. Sometimes support is not used particularly well to assist writing. When children were asked to write their names on postcards, for example, their learning was hindered because the student supporting them was confused with the instructions she was given. This resulted in the average- and higher-attaining children attempting to write their name independently, and not being given effective instructions to enable them to see how to form the letters in their names correctly. Lower-attaining children did not have the confidence to write unaided. All children have name cards, but these are not used effectively to promote writing. Most children are likely to at least reach the expected standards in this area of learning, however, too few opportunities to develop writing skills will affect the standards the children reach in their quality of writing.

Mathematical development

81. Teaching is satisfactory and the children enjoy the many experiences they are given to develop basic number skills. All children have opportunities to learn mathematical skills in the many activities they are offered. For example, they all learn how to count as they sequence, name, and write numbers up to five, and then up to ten. Higher-attaining children begin to recognise numbers beyond ten, and develop a secure idea of 'the number before' and 'the number after'. Mathematical vocabulary is reinforced in other areas for example, the children look at the 'smallest' and 'largest' and relate this to the story of 'Goldilocks and the Three Bears'. In addition they colour balloons in relation to their size. All children are shown how to write numbers correctly and displays in each classroom area reinforce this. Children begin to be aware of how to add numbers and then record their findings. They use information and communication technology to support learning in this area, for example, one child was seen using a number program to work out the sum $5+1$. Adults interact satisfactorily within the groups and give the children many opportunities to articulate their thinking to develop their mathematical understanding. All children develop a sound awareness of basic shapes as they begin to identify rectangle, squares, circles and triangles. However, day-to-day

assessments are not always used effectively when work is planned for the different ability groups within the classes. Sometimes tasks are too easy for the children and, when this happens, they finish quickly and waste time. Other children find the tasks too difficult. Progress is satisfactory and most children are likely to at least reach the expected levels by the end of their time in reception.

Knowledge and understanding of the world

82. Teaching is satisfactory and most children make sound progress. Past work shows that the children have learnt about changes that occur in autumn. They have talked about animals that hibernate and looked at leaves, which have fallen from the trees. By smelling, feeling and looking carefully at pieces of their favourite fruits they develop a basic awareness of their senses. During the inspection, both classes concentrated on the sense of 'seeing'. An interesting activity was set up for them to experience 'dark' and light'. The children learnt that without light they could not see colours. Children begin to learn about living things such as spiders. They look at their immediate environment and the work of the postman. A visit to the local sorting office reinforced this learning. In literacy, the children write letters and put stamps on the envelopes to enhance learning in this area. Most children begin to develop an idea of where they live. Lower-attaining children say 'up the road and along' whereas average- and higher-attaining children begin to name the road they live in, or remember their complete address. Most are aware of at least one basic difference when they compare themselves with a baby. All have satisfactory opportunities to use the computers and begin to click and drag objects around the screen. For example, when they use a computer program to design the inside of the 'Three Bears House'. The majority of children are likely to reach the expected levels for their ages by the end of their time in reception. Children learn how to join materials together by using glue and tape for example, as they wrap parcels for the postman. Sometimes these activities have too little adult focus. When this happens, children use their teeth to rip the tape and do not use scissors properly, as they walk around with scissors in their hands. The children use construction toys confidently to build models, as they work well together in small groups or choose to work alone.

Physical development

83. Teaching is satisfactory and occasionally good. There are regular opportunities for children to develop physically in the hall. In the good lesson seen, all instructions were clear, especially regarding listening carefully at all times. This resulted in all children following instructions from a tape accurately. They moved showing a good awareness of space and their understanding of words such as 'twist' and 'curl' was good. All children, including those with special educational needs moved with confidence and participated fully. Children's personal and social skills were developed well, in particular as they changed at the beginning and the end of the lesson. All enjoyed all aspects of lesson. One boy, for example was heard singing 'This is the way we fold our clothes!' Learning was good in this lesson because instructions were clearly understood and all children were expected to listen. Added to which, all demonstrated positive attitudes to learning. No structured outdoor play sessions were seen because of wet weather, but lesson planning indicates that these are planned for regularly. Most children handle scissors, paintbrushes and pencils with sound control, but, sometimes, adults do not focus appropriately on the few children who have difficulty holding and using scissors and pencils. All children play imaginatively with construction toys. Progress in this area is satisfactory and most children are likely to exceed the expected levels by the start of Year 1.

Creative development

84. Most of the children are likely to reach at least the expected levels by the end of their time in reception. The children sing songs with great enjoyment and have many opportunities to play percussion instruments. Most begin to name a few of the instruments that they play. When they join children in Years 1 and 2 for singing lessons, most listen well and begin to remember the words of the songs they have heard before. Role-play areas that are linked to the topic themes, give the children satisfactory opportunities to express their own ideas and communicate their feelings. Past work shows the children made whole-class autumn pictures that involved painting and developing ideas using a range of different materials. Children made spiders from black paper and learnt how to fold paper. Paints were used confidently as they used cardboard combs to mix primary colours

and make shapes and patterns in the paint. Satisfactory displays enhance the learning environment inside the classrooms. Teaching is satisfactory and pupils make satisfactory progress in this area.

ENGLISH

85. Pupils generally begin Year 1 with average standards in reading and writing, although their speaking and listening skills are often above those expected at this age. They make good progress through Key Stage 1, due to good and very good teaching, so that by the end of Year 2, standards are above expectations in all areas of English. This progress is maintained in Key Stage 2, where pupils again benefit from good teaching in all age groups, but particularly in Years 5 and 6. Standards here are, again, above those expected and in their speaking and listening skills, pupils generally are well above the expected level. This is a similar picture to that found by the previous inspection.
86. A number of pupils begin school with a good range of vocabulary and are confident speakers, eager to share their ideas and understanding. The school has fertile ground to work on, but it does so in a structured and effective way. From the start, pupils are given opportunities to discuss their work in lessons. For example, in Year 1 pupils talk about sequencing events into the correct order, or discuss the spelling of simple words. In a Year 2 geography lesson, groups of pupils decide for themselves the easiest way to shop for a variety of items in the High Street; not only do they reason sensibly but they listen to other pupils' opinions and are prepared to change their ideas. By Year 6, pupils can discuss what is 'fair' and 'unfair'. They think before they speak and justify their suggestions with reasoned arguments. In physical education they make up their own rules and scoring system for a 'tennis game' in a group. They are not just good at offering opinions and ideas; they also listen to each other and respect each other's opinions.
87. Teachers make a point of using the correct vocabulary in different subjects and encouraging the pupils to follow suit. Pupils enjoy the challenge, happily learning to use phrases such as 'imperative verb' in Year 2, when practising writing instructions. Classroom displays are often supported by technical vocabulary, for example in mathematics. Questions are used effectively by teachers, both to assess pupils' understanding and also to extend their learning, for instance, when teachers use a pupil's response to pose a further question, drawing in the rest of the class. The best teaching ensures that all pupils are involved in this way, but this is not done consistently. In a Year 3 and 4 class, the 'Challenge for the week', which was 'which came first, the screw or the screwdriver?' was designed to promote reasoned argument and logical thinking. Similarly, in mathematics, pupils are encouraged to explain the way in which they solve problems mentally.
88. St Peter's is a school where pupils enjoy books and reading. Pupils throughout the school show positive attitudes to books, including those with special educational needs and those who find reading more of a challenge. Pupils have plenty of opportunities to read in school and are encouraged to read at home, where they are usually well supported by their parents. Reading skills are taught well. Young pupils learn letter sounds and names and use this knowledge to help them read new and unfamiliar words. Pupils read with expression, knowing from an early stage the importance of using punctuation, pace and intonation to convey meaning. The books they read are at a suitable level, offering sufficient challenge while allowing enough fluency to ensure enjoyment.
89. Pupils read a range of books, both fiction and non-fiction, and are able to recall favourite authors and explain why they like them. An encouraging number say they enjoy reading poetry. A boy in Year 4 said, 'because it's gentle and smooth to read.' While there are records of pupils' reading kept by the pupils themselves, as they get older, there is little diagnostic comment from teachers to help assess progress and point the way forward, especially for younger pupils and those who find reading difficult. The school library is adequately stocked with appropriate books, but is too small to be used effectively by a class, or even a large group of pupils. Plans are in place to develop the building but are dependant on finance and local authority decisions. Sensibly the school has created a library for younger pupils in the foyer, and other books are kept in shared areas between classrooms. Pupils in Years 5 and 6 mostly have good library skills, explaining how the Dewey system works, and knowing how to use an index or glossary, but younger pupils have little understanding. As well as using the library to research their topics, pupils are also used to

accessing the Internet to obtain information. Surprisingly few pupils, considering their skills and interest, are members of a public library.

90. While writing is good overall, the school has correctly identified areas for improvement, such as the use of punctuation and the standard of pupils' handwriting and is working to improve these aspects. The quality of pupils' writing is supported by their speaking skills, especially by their wide vocabulary, and also by the breadth of their reading. As a result, many pupils use language very effectively, whether describing a scene, constructing a dialogue, or showing feeling and emotion. There are many examples of this in their English books, but few planned opportunities to use these skills in other subjects, such as history and science. This is a missed opportunity to write for a real purpose and audience. The school makes good use of visiting writers, particularly poets, who clearly inspire pupils in Year 6 to use language simply to convey meaning, for instance, 'The wet rocks shine as the glittering sun dips into the sea' being just one of many quotes which could have been chosen. While pupils with special educational needs are supported well, both by support assistants and through tasks that are targeted well at their abilities, higher-attaining pupils do not often produce extended pieces of writing showing consistent quality.
91. Teaching in English is generally good and sometimes very good. This is confirmed by looking at pupils' books, as well as the lessons observed. Teachers generally make good use of the National Literacy Strategy, and are rightly beginning to adapt it where they feel it necessary. There are occasions, however, where more thought needs to be given to the balance between teacher-led discussion and pupils' responses, as, sometimes, there is little time for writing. The high quality of relationships between teachers and pupils underpins everything that the teachers attempt, and ensures that learning takes place. Pupils are well behaved and receptive, and, once set a task, show good concentration. They show a good understanding of their learning and have the ability to be further involved in assessing their own progress, especially as they get older.
92. The co-ordinator is hard working and well informed, and leads the subject well. She has correctly identified important issues to move the subject forward, and sets a good example through her own planning and assessment of pupils' progress. English is well placed for further improvement.

MATHEMATICS

93. Standards in mathematics are above average at the end of Key Stages 1 and 2. The school is ensuring pupils are achieving good standards more consistently, because of significant improvements to its implementation of the National Numeracy Strategy. The improvements in teachers' shared planning and resources for the subject are too recent to have helped pupils in the previous Year 6, but pupils in school now are benefiting from these developments.
94. In relation to their prior attainment most pupils, including those with special educational needs, achieve well. This is because teachers plan carefully to meet the needs of different groups of pupils and support assistants work very effectively with those pupils who have a Statement of special educational needs. Although boys have achieved slightly better than girls, over the last three years in mathematics, the school is not analysing results according to gender. During the inspection there was no discernible difference between girls and boys.
95. Pupils in Years 1 and 2 develop a confident approach to working with numbers. For example, pupils rapidly learn that subtraction is the reverse of addition, and to recognise odd and even numbers. This is a direct consequence of teachers' skills in helping pupils to recognise patterns in number. Higher-attaining pupils work at a faster rate with larger numbers. All pupils enjoy the quick-fire mental mathematics sessions at the beginning of each lesson, because teachers help them to feel secure and willing to participate. In one very good lesson seen, which taught the link between addition and multiplication, higher-attaining pupils volunteered accurate and perceptive observations. This was evident when they commented, 'It's got to be an even number', as they anticipated the next number in a sequence. Teachers take care to ensure that as pupils' number skills develop all pupils apply them by solving problems, calculating with money, and measuring everyday objects around the school. Pupils begin to record their results in a variety of ways, including simple diagrams and charts, which ensure that they develop all the skills specified in the National Curriculum.

96. By the time they join Year 6, most pupils are very secure in a wide range of number operations using whole numbers, fractions and decimals. Pupils with different abilities use these skills well to solve a variety of problems. Higher-attaining pupils use this knowledge to solve complex 'story problems'. This is demonstrated when they multiply, add and divide large numbers involving quantities and cost of fuel over a week given the distance of a daily journey. Most pupils have a very secure understanding of the characteristics of shapes. During the inspection, in a very good lesson, average-attaining pupils achieved very well when they plotted shapes in four quadrants using positive and negative numbers. Lower attaining pupils work within the standard expected for their age when they identify the number of triangles in a regular pentagon, with their teacher providing support. Pupils with special educational needs achieve very well when they use co-ordinates to plot a shape and interpret a diagram, having received good support from a classroom assistant.
97. Throughout the school, all pupils have reasonable opportunities to organise mathematical information onto charts, graphs and diagrams especially in special projects such as 'Growing Up in Europe'. However, these skills are not enhanced sufficiently in other subjects, such as science, design and technology and geography. Similarly, teachers do not plan systematically to use information and communication technology in mathematics. In the only lesson seen during the inspection combining the two subjects, the mathematical task was confused by the use of computers.
98. The quality of teaching is good across the school and teachers value pupils' contributions. This encourages pupils to be confident, prepared to challenge themselves and to work very conscientiously, either independently or in small groups. In this way the subject makes a very good contribution to pupils' spiritual, moral and social development. The strengths of good teaching include, high expectations of all groups of pupils, sharing and evaluating lesson objectives with pupils, and encouraging pupils to write their conclusions, so stimulating their mathematical discovery. Tasks and activities are adjusted to ensure that all pupils face achievable challenges, and good questioning encourages all pupils to think independently. However, the quality of teachers' marking of pupils' work is inconsistent. Too often, errors are noted without explanation and there are too few comments that develop pupils' mathematical ideas. Teachers do not plan to enhance pupils' cultural development through mathematics, so opportunities to develop an understanding of the contribution of diverse cultures to the subject are missed.
99. The co-ordinator is enthusiastic and knowledgeable about the subject. Over the last 12 months the role has developed with positive initiatives. The co-ordinator has observed colleagues teach and provided them with written feedback, analysed pupils' answers to test questions and shared the findings with colleagues and ensured consistency in teaching methods through shared planning. Additional suitable resources have also been purchased to support the subject. The school has sustained the strengths identified in the previous report and the quality of teaching is more consistently good throughout the school.

SCIENCE

100. The standards attained by pupils at the end of Key Stage 1 remain satisfactory, as they were at the time of previous inspection, and the pupils in this key stage achieve satisfactorily. At the time of the previous inspection, standards at the end of Key Stage 2 were reported to be above average, but inspection evidence indicates that the pupils currently in Year 6 are likely to achieve standards which are average. The results of the teachers' assessments of pupils' work confirm current inspection judgements. This is because there are a significant number of pupils who find scientific concepts difficult to grasp. Pupils with special educational needs receive good support and achieve well. Although lessons are generally well planned, there is insufficient challenge offered to the most able pupils. This was a concern at the time of the previous inspection, and remains so. All pupils do the same tasks, which do not always match the intellectual needs of all the pupils. This results in pupils' achievement in Key Stage 2 being satisfactory. There are no significant differences between the attainment of boys and girls.

101. Although standards have not risen since the previous inspection, there have been satisfactory improvements. A scheme of work has been adapted well to meet the needs of the school, and there is a more rigorous approach to how and when science is taught. Planning is well established, on a two-year rolling programme, to ensure that all pupils in a year group receive the same learning opportunities, and that all elements of the subject are covered. The co-ordinator now monitors the quality of teaching and learning, and has a clear overview of the subject. She has introduced the use of science boards into all classes, and these are used effectively to display pupils' ideas and questions about a unit of work. This gives a very effective starting point to new work and is used to assess pupils' learning at the end of the unit.
102. Scientific skills are promoted well, and pupils are given opportunities to carry out investigations, predict outcomes, ensure tests are fair, and record their findings. However, there is a lack of emphasis on drawing conclusions, particularly for the older pupils, so that they understand exactly why something has happened. Often, in their recording, pupils reiterate their results rather than explain 'why'. For example, when explaining why objects weigh less in water, one pupil wrote 'because it starts floating around in the water and not staying still'. The co-ordinator is aware of this weakness, and has identified it as an area for improvement. Assessment opportunities are used well to continuously assess pupils' attainment and to track their progress, and information gained from careful analysis of statutory tests feeds back into teachers' planning for future lessons.
103. The quality of teaching is satisfactory overall, with some good features. Teachers know exactly what they want the pupils to learn in the lesson, and effectively share this with the pupils. They have good expertise, and plan interesting activities to stimulate questions and motivate pupils to want to learn. This results in an enthusiasm for the subject by the pupils who generally demonstrate very positive attitudes to their learning. Teachers manage the pupils very well, and relationships are good, and in some lessons very good. Teachers use a variety of resources well to ensure learning. Most lessons move at a good pace and pupils learn well, but this is dependent upon the type of activity planned and the time allocation for the lesson. On occasions, lessons are too long in relation to the planned activity and, as a result, pupils lose interest, concentration wanes, and learning slows. There are some good examples of day-to-day assessment, such as in a Year 5 and 6 class, when the teacher reinforced and clarified pupils' previous learning, and in a Year 1 class when the teacher referred to previous learning to clarify if what pupils liked to eat is healthy food. However, in some lessons there is no mention of any difficulties that pupils may have experienced in their last lesson, to enable learning to be extended. Marking generally celebrates pupils' achievement, but is not consistently used to consolidate or expand pupils' understanding.
104. Throughout the school, literacy skills are promoted well in science lessons through discussion, and the constant use of specific technical language, so that pupils thoroughly understand scientific terms. Numeracy skills are promoted satisfactorily through the use of tables, and graphs, and when pupils are required to measure distances such as how high a ball bounced. There is some effective use made of information and communication technology, such as in a Year 6 lesson, when pupils used a simulation program to check their understanding of electrical circuits, but this is not a feature of the majority of lessons. There is an appropriate emphasis on investigations so that scientific skills can be progressively developed, but sometimes there is too much factual information given by the teacher, rather than pupils finding out for themselves through practical work. In these lessons there are insufficient opportunities for pupils to select and handle their own resources, predict the outcomes of investigations, and draw their own conclusions independently.
105. Good opportunities are provided for pupils to enhance their spiritual, moral and social development. They are given opportunities to work together in pairs and small groups, helping and supporting each other. Teachers value the contributions of all pupils and engender a sense of wonder when engaged in scientific activities.
106. Leadership in science is good, and the co-ordinator is very aware of the strengths and weaknesses in the subject. However, in some instances the time allocation for units of learning, is inconsistent and the gaps between revisiting units of work is too great so that pupils forget previous learning. The co-ordinator has recently started a science club to widen pupils' experiences and interest in the subject. This is having a positive impact on the learning for those pupils who attend. Good use is made of the conservation area, where pupils study habitats, and the annual 'science week' involves

all pupils in a wide range of activities that successfully enhances their learning and enjoyment of the subject.

ART AND DESIGN

107. Standards of attainment at the end of Key Stage 2 were reported to be above average at the time of the previous inspection. Current inspection evidence indicates that, overall, standards throughout the school are similar to those found nationally and pupils' achievement is satisfactory. All pupils including those with special educational needs do the same tasks and make similar progress, and there is no significant difference between the achievement of boys and girls.
108. Only two lessons were observed, and very little evidence was available in some pupils' sketchbooks, as little time has been allocated to art this term in some classes. However, detailed scrutiny of the work on display, the school portfolio of work and recent photographic evidence, examination of teachers' planning, and talking to pupils, confirm the inspection judgements. This drop in standards is because present coverage of some elements of the subject is not done in sufficient depth. Printing skills are not well developed in Key Stage 2, and there is insufficient appreciation of the work of other artists. Pupils in Year 6, who could not identify the name of any artist they had studied, confirmed this. There is no evidence of the use of textiles in Years 5 and 6 to create imaginative collaborative collages using a variety of methods, such as appliqué.
109. However, there are a number of strengths in the subject. In areas where sufficient time has been given to enable skills to be progressively developed, pupils' drawings and paintings are of a good standard and pupils achieve well. For example, pupils' observational drawings are good, as they are encouraged to look at detail as they draw and paint. Pupils in Key Stage 1 look carefully at pictures to help them draw self-portraits, with features placed correctly. They discuss the composition of pictures to help them plan a self-portrait that shows their interests. They then apply this knowledge well to their own compositions, and draw and colour themselves surrounded by representations of their interests, such as a football or favourite toy. These skills are developed progressively as pupils get older, and pupils in Years 3 and 4 draw double portraits of Henry VIII with one of his wives. These drawings are realistic, have a good degree of detail, and the pupils try to show how Henry is feeling by using different expressions for his face. These pupils use specific skills of shading and hatching effectively, to achieve the desired effect when colouring the background. Examination of photographic evidence shows that pupils are given opportunities to engage in collaborative three-dimensional model making, for example when they made an assortment of imaginative dragons. Thus, pupils' imagination and ideas are used well when developing their artistic skills.
110. The quality of teaching is satisfactory overall. Skills are taught well, and in the two lessons observed, teachers were beginning to encourage pupils to assess their own work. Teachers use pupils' work well to highlight teaching points and demonstrate good practice. In the one lesson seen in Key Stage 2, the teacher was very enthusiastic about the subject, which inspired the pupils to want to achieve. As a result of this, the pupils worked hard, concentrated well, and were very disappointed when the lesson was halted for them to have a physical education lesson. However, this interruption caused the spiritual atmosphere to be broken and learning was disrupted. Literacy skills are enhanced through the insistence of the use of correct technical language, and encouraging the pupils to use colourful descriptive language when talking about their images. Pupils' work is celebrated in the 'Art Gallery', where contributions are framed and hung in a professional way, showing that teachers value the efforts of pupils. Although skills are progressively developed, teachers miss opportunities to enhance the skills of the higher-attaining pupils by setting them more challenging tasks. There is some good marking of work, where teachers use positive comments about particular attributes of pupils' work to enhance learning, but generally marking is inconsistent and is not used to improve pupils' skills. There are good opportunities for pupils' personal development, for example, pupils' moral and social skills are developed through group work and encouraging pupils to appreciate the efforts of all.
111. The enthusiastic co-ordinator has a good overview of the strengths and weaknesses in the subject, and has a detailed action plan to further develop art and design. Sketchbooks have been introduced throughout the school, which show how pupils' skills develop through the years. This

provides teachers with a good record of pupils' progress. The co-ordinator is assembling a portfolio of pupils' work, but, as yet, this is insufficiently organised to enable it to be used to illustrate a range of ability. There is insufficient use of information and communication technology to support the subject, but there are good links with other subjects, such as history, design and technology, and religious knowledge. For example, there is good use of colour when pupils in Years 5 and 6 create their own stained-glass windows, linked with a visit to the church, and pupils in Years 3 and 4 make picture frames for their portraits, enhancing their design and technology skills. This approach of linking subjects across the curriculum is well illustrated in the wide range of work that the school has done for the National Gallery competition based on 'St George and the Dragon'. However, the allocations of time for art are not consistent throughout the school, resulting in some superficial coverage. Some timetabling arrangements do not give pupils opportunities to make sustained efforts when lessons are interrupted, and allocations of time result in insufficient breadth to the curriculum.

DESIGN AND TECHNOLOGY

112. By the end of Key Stages 1 and 2 pupils reach levels, which are below those expected nationally. Progress is unsatisfactory. Since the previous inspection there has been a drop in the standards pupils reach and the progress that they make. This is because the national guidelines for the subject that all teachers follow have not been taught in enough depth and the amount of time spent teaching the units of work has not been carefully monitored. The skills, knowledge and understanding in the subject have not been taught progressively, as pupils have moved through the school. For example pupils in Year 6 speak in a limited way about work which has been completed in the past, and their basic vocabulary, which is specific to the subject, such as 'chassis', 'axle' and 'cogs', is weak. They have also used a limited range of materials to make models. For example, pupils in Year 6 speak about 'mainly using paper and card, never using wood or saws'.
113. No direct teaching was observed during the inspection although groups in Year 2 were seen working with classroom support assistants joining felt together using a needle and thread, as they made stuffed animals. In Years 3 and 4, a support assistant supervised a group of pupils as they made photograph frames using paper and pipe cleaners. Neither group had devised plans to assist their making.
114. Teachers' planning is sometimes brief and does not consistently identify what the pupils are expected to learn. There is confusion between some teachers, learning support assistants and pupils regarding the distinction between art and design and design and technology. The headteacher and the co-ordinators are aware of the need to give the subject a higher profile in the school, for example, by developing displays, which promote the skills and knowledge that the pupils are learning. There is no evidence to show how pupils' spiritual, moral, social or cultural development is promoted in this subject although teachers are beginning to identify this on their planning.
115. The design and technology books show that pupils have satisfactory opportunities to plan and develop their ideas as, for example, they work on shelters in Year 6 and biscuits in Year 5 and 6. However, there is little evidence of pupils evaluating what they have made and identifying what they could do to make them better. The few examples seen of designing in Key Stage 2 are of a standard, which is below those expected. In Years 5 and 6, attempts at evaluating biscuits they had made were very brief. For example, one boy wrote 'They tasted very nice and I enjoyed them'.
116. There are two newly appointed co-ordinators for the subject. They have recently devised a whole school approach that plans for all elements of the curriculum and are aware of the need to monitor carefully, the time that is spent on teaching the subject and the quality of work produced. Resources are satisfactory but the co-ordinators are aware of the need to develop these as they link them to the new curriculum overview. Assessment procedures are underdeveloped and the use of information and communication technology to support the subject is unsatisfactory. There are a few instances where design and technology links with other subjects. A good example was seen in Year 1, where pupils had used glue and fabric to design sock puppets, after learning how to follow instructions in a literacy lesson.

GEOGRAPHY

117. Evidence from the inspection gives mixed messages. Teaching in the three lessons seen was at least good, and in a Year 2 lesson it was very good, and, as a result, the pupils made good and very good progress in their geographical knowledge and understanding. Looking at pupils' work, and talking to pupils at the end of both key stages, paints a contrasting picture. While there is evidence of research at both key stages, which is good practice, pupils are not very sure about different aspects of geography, and pupils in Year 6 have gaps in their knowledge in areas, which the school's planning suggests, they should have covered previously. Overall, standards are judged to be broadly average by the end of both key stages. This is similar to the findings of the previous inspection in Key Stage 1, but suggests that pupils in Year 6 are not as well informed as they were then, when standards were judged to be above expectations by the end of Key Stage 2.
118. Pupils in Key Stage 1 look at the shops on the High Street and the different items they sell. This is an effective extension of work on the immediate locality, building on studies made of their route from home to school. Walking along the High Street has given them a good level of knowledge. In Year 1, they sequence the buildings in the correct order, discussing what they are used for. There are good links with other subjects, as the pupils make 'junk' models of the shops and use information and communication technology skills to write a shop 'sign' to go on the front, before arranging their models in the right order.
119. In Year 2 the tasks are, appropriately, more demanding, as pupils organise a shopping trip in which they have to buy a variety of items, trying to make their journey as efficient as possible. As in the Year 1 lesson, there is a good focus on pupils discussing together, with emphasis placed on listening as well as talking. Pupils are supported well, and as necessary, both through adult intervention and the use of photographs. As a result, pupils with special educational needs make good progress. Higher-attaining pupils offer good observations; their realisation that some items can be bought at several different shops leads to a useful debate about quality and value for money.
120. Only one lesson was seen in Key Stage 2, where pupils Years 3 and 4 located Australia on a globe and compared aspects, such as its climate, size and position, with the British Isles. Pupils were interested, partly because two pupils from the school had recently returned to Australia, and because the teacher led the discussion well, making effective use of pupils' existing knowledge and ideas. Pupils then researched and recorded facts about Australia, using an atlas, although the length of the teacher's introduction restricted the time available to them.
121. Pupils' knowledge and understanding of other countries is a focus of geography in the school, supported, as it is, by the school's many links with schools abroad, through the use of information and communication technology. Pupils in Key Stage 2 also have useful 'passports', in which they record information about places they visit on holiday, both at home and abroad, with an emphasis on comparing and contrasting them with life in Portishead. Other recorded work is fairly minimal, even though it is early in the school year. Talking to pupils also indicates some missed opportunities. For example, pupils in Year 2 have no understanding of compass direction; they are unaware that there is a compass marked out on the playground. There are gaps in pupils' knowledge in Year 6, whether about the location of countries and physical features, or terms such as 'erosion', even though they have studied rivers. They are vague about other localities they have studied, although teachers' planning indicates they covered this last term. Links with literacy are strong, whether through discussion or research, despite some fairly pointless copy writing in Key Stage 2. Numeracy links are less effective: for example, in Year 6 pupils have a good understanding of co-ordinates, but don't know how to apply them to maps.
122. A new assessment system has been developed, but is not yet in use. It should provide teachers with a clear picture of the progress of individual pupils but, given the gaps in pupils' knowledge and experience, a weakness is that it does not include a skills checklist to ensure that pupils have covered an appropriate range of study.

HISTORY

123. Standards of attainment at the end of both key stages remain satisfactory, as they were at the time of the previous inspection. Pupils' achievement is satisfactory overall. Pupils with special educational needs do the same tasks as their classmates and make similar progress because of the quality support they receive.
124. Timetabling arrangements meant that no history was being taught in Key Stage 1 during the inspection, but pupils' past work shows that they are gaining a sense of chronology, and have learned about a famous historical figure, namely Florence Nightingale. Pupils also know why we have Remembrance Day, and that the wearing of poppies signifies the poppies that grew where soldiers died. Pupils in Years 3 and 4 study the Tudor period, compare and contrast the lives of rich and poor, while pupils in Years 5 and 6 use a range of resources to explore the changes that have occurred since 1940. The curriculum is successfully planned, using a two-year cycle to accommodate the mixed-age classes. However, the timings allocated for the various units of work do not necessarily ensure in-depth coverage.
125. Pupils' historical skills are developed well throughout the school. Examination of a range of primary and secondary evidence helps pupils to learn about the past very effectively. For example, pupils in Years 5 and 6 interview their grandparents to discover what life was like for a child during the Second World War. Good use is made of information and communication technology skills when they use tape recorders to record their interviews. They also handle a range of artefacts, such as identity cards and ration books, to give them a clearer understanding of life then. Throughout Key Stage 2, pupils use their literacy skills of skimming and scanning well, when they look at a range of books to find out information about the past. From an early age, pupils are gaining a sense of chronology. The youngest pupils recognize old and new things, and as pupils get older they successfully order events on a time line. By Year 6, pupils are beginning to appreciate why things have changed, and recognise characteristics of differing periods of history. For example, they recognise that the housing shortage after the war was as a result of all the bombing, and that money had to be borrowed because of the expense of the war effort.
126. The quality of teaching in the lessons observed was good, but an examination of pupils' past work showed that in some classes teaching has some weaknesses. In the good lessons pupils are given many opportunities to learn from direct evidence through a wide range of resources. Activities are interesting, helping to bring the past alive. Teachers have very good relationships with their pupils and manage them very well, often encouraging them to work collaboratively in pairs and small groups. Thus, opportunities for the pupils' personal development are well promoted. Pupils respond very positively to these lessons, work hard, and show a real interest in the past and what they have discovered. They talk very enthusiastically about their findings, and begin to pose pertinent questions about the past, so extending their learning. However, in other classes pupils are not given such good opportunities to learn from evidence as facts are given, and pupils spend most of their time copying information into their books. Although these pupils know a body of historical facts, their historical skills are not being sufficiently developed. Pupils' literacy skills are promoted well through discussion, and some empathetic writing, for example what it felt like to be an evacuee. However, there are missed opportunities to use historical contexts further to inspire pupils to write creatively and at length. Information and communication technology is used well to enable pupils to access information about the past and increase their knowledge and understanding.
127. The co-ordinator has good subject knowledge, and has begun to monitor the teaching and learning in the subject. As yet, this is new, so this monitoring has not had any effect on standards in the subject. Pupils' work is assessed regularly at the end of units of work so that teachers have a clear picture of what their pupils know and understand. Good use is made of a variety of visits to local museums and places of interest so that pupils learn from first-hand experience. The school has a good collection of costumes, made by volunteers, which illustrate the different clothes that were worn through the ages. The pupils wear these, and the use of these clothes gives a real insight into the costumes of the day, enhancing learning opportunities for all the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards in information and communication technology are similar to those found in a majority of schools at the end of both key stages. The pupils' achievements are satisfactory. This is a similar picture to the previous inspection. There are no significant differences in the performance of different groups of pupils; however, higher-attaining pupils are not always challenged as effectively as they could be. Although standards remain the same, the subject has developed well since the previous inspection, particularly in terms of providing up-to-date computers through a relatively new computer suite. Some of the computers in classrooms are old and many are insufficiently used in support of other areas of the curriculum.
129. The pupils in Year 2 work confidently at the computer keyboard and understand how to save, retrieve and print their work. When working in the computer suite, they log-on to the computers without any fuss, showing a mature approach to learning and undertake their work enthusiastically. In discussions, they talk openly about their experiences of information and communication technology inside and outside the school. Higher-attaining pupils show levels of understanding, particularly in terms of accessing information, that are higher than one would expect for their age. Many of the pupils have computers at home that they use often. Although the majority of pupils show good confidence in terms of word-processing and communicating using text, they are less experienced in using computers to plan and command things to happen. This is scheduled to be developed further in the spring and summer terms, when the pupils experience other areas of the curriculum, such as programming a floor turtle.
130. In Year 6, pupils are very enthusiastic about the subject. A significant number of pupils show good levels of understanding when discussing using the Internet to retrieve information, exchanging information using e-mail and holding videoconferences with pupils and adults in other countries. All pupils are less secure when discussing the use of information and communication technology to control events. Pupils of all abilities are able to identify the disadvantages as well as advantages of Internet use and talk confidently about using information and communication technology to research their work in history, contributing to the developing school web-site, and producing a visual presentation. The pupils also explained how they were e-mailing a family crossing the Atlantic in a boat and were following their progress.
131. Although the lessons observed during the inspection ranged from satisfactory to very good, teaching and learning are judged to be sound overall. Not all classes are able to fit comfortably into the school's information and communication technology suite, so lessons have to be well planned when, in a majority of instances, half a class is left with a classroom support assistant to undertake written work in information and communication technology workbooks that are produced commercially. In classes with mixed age groups, this allows teachers to teach a single age group. In principle, this is a good idea, but teachers could make better use of the workbooks. For example, more challenging work could be provided for higher-attaining pupils, rather than them completing work with which they are already confident and, overall, the workbooks could be marked more thoughtfully by staff. Correct work is identified and there are some cursory comments, but little information is provided for pupils to move onto the next stage of learning or to challenge them further. In many of the lessons observed, there was insufficient challenge for higher-attaining pupils who, in some instances, could have learnt more by being provided with suitable extension activities. Although some of the examples provided previously identify the good practice of using information and communication technology to promote other subjects, in reality this practice is inconsistent. In Years 1 and 2 good information and communication technology lessons were observed where literacy skills were also well promoted. The pupils in Year 1 used a word-bank to complete simple sentences, whilst, in Year 2, pupils ordered instructions for looking after a cat in the owner's absence. However, although literacy skills are often well promoted, numeracy lessons often have no information and communication technology element and this is a similar picture in many other subjects and an area of development identified at the previous inspection.
132. A very good information and communication technology lesson seen in Year 6 was successful because the classteacher's very secure subject knowledge and her interactions with the pupils ensured that pupils of different ability were well supported and challenged. Good use was also made of the support teacher provided by the local secondary school. Much was achieved as the pupils searched and located information from the Internet, as they looked at different newspaper web sites to draw conclusions about balance and bias as part of their literacy work. Good

assessments of what the pupils were achieving enabled the class teacher to successfully stop the main lesson activity to review pupils' progress or develop a teaching point. In this lesson the pupils' learning was very effective with pupils showing high levels of intellectual effort, interest, concentration and self-knowledge of their own learning.

133. The subject is well managed by the co-ordinator. She has a good understanding of the school's strengths and areas of development. She has a good personal knowledge of the subject and is also a good role model as a teacher. She is, for example, a lead teacher in information and communication technology for the local education authority. The co-ordinator has monitored teachers' planning and evaluated work samples. Through this process, she has successfully identified areas of the curriculum that are not as strong as others and has looked to improve resources in these areas. The school follows national guidelines to ensure an appropriate curriculum, and the school's long-term curriculum plan for the current academic year shows suitable balance and coverage. Although the subject is promoted inconsistently in some classrooms, it has a high profile when looking at the whole school. The subject has a significant and relevant section in the school development plan and further finance has been secured to provide additional computers for the teaching areas outside classes. This initiative should be completed by the end of the current term, and will allow more opportunities for information and communication technology to contribute to other subjects as resources will be better, although they are currently satisfactory overall. The school also benefits well from a support teacher, funded by the local secondary school, who works in the school, on a part-time basis, providing good teaching and technical support. The headteacher is very enthusiastic about the subject and has facilitated the development of a Department of Education and Skills project to encourage the use of video conferencing in schools. During the inspection pupils in Year 4 were observed in conference with pupils from Germany as part of the schools European links and in Year 6 pupils talked enthusiastically about conferencing many parts of the world, for example, Buenos Aires. Although these experiences are extremely valuable, they are at the very early stages of development and the school is still evaluating the best way to promote and organise this area of learning that brings many exciting opportunities and experiences for the pupils.
134. The subject is very good at promoting the pupils' social and cultural development, through contacts around the world, by using e-mail and video conferencing and the opportunities it provides for pupils to work independently and in groups. The pupils all respond well to these experiences. Assessment procedures for the subject are relatively new and have not been in place long enough to judge their effectiveness in terms of monitoring pupils' individual progress and influencing teachers' future planning. Because of the enthusiasm and commitment provided through the leadership and management of the subject, information and communication technology is well placed to continue its development.

MUSIC

135. Standards in music are similar to those expected for pupils by the end of both key stages. However, standards are higher than the expected level in singing. Judgements are similar, for singing, to those recorded in the previous inspection, but slightly lower for the composing element of music. The co-ordinator has recently identified the need to focus on this element, which has resulted in the staff having recent in-service training to develop their understanding in this area. Teachers are beginning to use this newfound expertise successfully. Judgements were made from a small number of lesson observations, and additional evidence was gained through listening to pupils sing in 'corner singing' lessons, assemblies, and discussions with teachers and pupils.
136. There is insufficient evidence to make a judgement on the quality of teaching. However, when lessons are taught by the music co-ordinator, teaching is good. A good lesson was seen in Year 2, as pupils worked co-operatively and collaboratively as they composed music to accompany the story of 'The Bear Hunt'. The talented teacher demonstrated good subject knowledge and worked hard to develop pupils' knowledge of the names of the percussion instruments, which they played. Literacy skills, in particular those for reading and speaking, were well promoted. Listening skills, although good during the activities, were not promoted well between activities. This resulted in constant chatter between activities and the teacher had to waste time to gain attention. Good relationships were evident between the teacher and the pupils, and all pupils showed enjoyment

and concentrated well as they followed the musical score and counted beats. Learning was good in this lesson, as everyone clearly understood what he or she had to do because all teacher instructions were clear and the lesson was carefully planned. The teacher's enthusiasm for music was expertly transferred to the pupils throughout this lesson.

137. Pupils in Years 1 and 2 have regular singing lessons and learn to sing many different songs. Singing is tuneful and pupils sing with good expression as they maintain the beat well. All pupils respond with enthusiasm and enjoyment as they sing songs such as 'How did Moses cross the Red Sea?' Basic reading skills are well promoted, as pupils are encouraged to follow clearly written words as they sing. By the end of Year 2, pupils have good opportunities to learn the words and sing many different songs. They begin to understand that symbols can be used to represent sounds and then, with help, follow them as they make music. Pupils in Year 2 spoke enthusiastically about how they put music to stories and specifically mentioned doing this during the music workshop 'Commotion in the Ocean'. Pupils in both key stages took part in a music workshop. The teachers liaised closely with the music specialists at the local education authority during these lessons. For example pupils in Years 3 and 4, last year, worked on a workshop with a multi-cultural theme. Pupils' cultural development was enhanced as they learnt songs from different parts of the world.
138. Pupils in Years 3 and 4 have similar 'corner' singing lessons to those in Key Stage 1. One of these was seen and teaching was judged to be satisfactory. Pupils were given satisfactory guidance and support as they learnt to sing for example 'The Lords Prayer'. Learning was satisfactory. However, during this lesson, although the teachers promoted the quality of the singing satisfactorily, listening skills were not again consistently endorsed. This affected the pace of learning between songs; the pupils wasted time talking and then the teachers had to gain attention to start singing again.
139. As they move up the school, pupils develop a satisfactory understanding of vocabulary related to music. Teachers reinforce words such as 'pitch' and 'lyrics' satisfactorily. Pupils in Year 6, for instance, spoke confidently about listening to the work of Robbie Williams, as they focused on the lyrics of one of his songs. Discussions with pupils in Year 6 showed that they are enthusiastic about music lessons and they spoke confidently about listening to different types of music, such as jazz, classical and rock and pop. These pupils name famous composers, to whose music they have listened, such as Beethoven and Mozart, and this aspect of music is consistently well promoted in the school assemblies. Pupils talk confidently of composing musical scores and performing in groups during lessons. For example, in Year 6, pupils are currently working in groups to develop their own 'mini-beast raps'.
140. The subject is led very well by the co-ordinator, who has a clear idea of the strengths and areas for development. She has worked with teachers and observed teaching in a selection of classes and this has resulted in identifying the need to develop the element of composing throughout the school. Assessment procedures for music have recently been introduced, but have not been in place long enough to clearly show pupils' individual rate of progress. Resources have been developed well, however, the co-ordinator has identified the need to improve resources for information and communication technology and develop their use to support the music curriculum across the school.
141. Teachers in the school organise extra lessons each week, where pupils can learn to play the recorder, join a hand chimes group, or sing in the school choir. In addition, music tuition supplied by specialist musicians is offered to all pupils in the upper part of the school. At present, approximately half of the school are involved. Pupils who play instruments, or sing in the school choir, have many opportunities to perform, such as at school services, and during other performances, which are organised each year.
142. The music curriculum enhances pupils' social development very well in school and when they sing outside in the local community. The school has links with surrounding schools for musical events and the school choir sings Christmas carols at the local church and performs to the senior citizens.

PHYSICAL EDUCATION

143. There has been satisfactory improvement in physical education since the previous inspection. Standards in Key Stage 2 remain sound in both gymnastics and games. Standards of dance for pupils in Key Stage 1 are above what is expected, due to the consistent quality of teaching. Insufficient lessons were seen to judge standards in other areas. However, almost all pupils reach the national target of swimming 25 metres unaided by the age of eleven. A residential visit, open to all pupils, provides outdoor and adventurous activities; in addition, the school plans to include this in the curriculum for pupils in Years 3 and 4, making use of the good facilities on site. All pupils are fully involved in lessons, and those with special educational needs make the same steady progress as their classmates.
144. Pupils in both Years 1 and 2 make good progress in their dance lessons. Teachers have high expectations, and these, and the quality of relationships, means that little time is wasted and pupils have lots of opportunity to practise their movement. The pupils are very enthusiastic and lessons are enjoyable learning experiences. Pupils are encouraged to watch each other's performance and to make positive and constructive comments about what they like and how the dance could be improved. This makes a positive contribution to both speaking and listening skills. For example, a teacher made good use of the same technique in a Years 5 and 6 gymnastics lesson, and pupils were keen to demonstrate what they can do. As a result, pupils made sound progress, but a sharper focus on specific skills, such as starting and finishing positions, or the holding of balances for a few seconds, would have challenged them to improve further still. In a Year 6 games lesson, the teacher expected pupils to make up their own rules and scoring systems, and, because such discussion is a feature of teaching throughout the school, they did this with confidence and maturity. They were also asked to place themselves in ability groups for the final game and did so readily, showing a good understanding of their own learning. Pupils in both lessons showed positive and enthusiastic attitudes, following instructions and working together well.
145. Teaching is good overall, ranging from sound to very good, and there were examples of very good teaching in both key stages. The school's involvement in the 'School Sport Co-ordinator' programme, and the practical support offered, has led to an improvement in teachers' confidence. Teachers ensure that pupils warm up before any activity, and do this in a variety of different ways, so that pupils are interested and involved. There is an appropriate focus on specific skills, both in planning and teaching, but not always enough emphasis on transferring these into performance, so that pupils and teachers can judge whether challenges have been met. The practice whereby younger pupils walk to the hall from their classroom with bare feet has implications for health and safety.
146. The co-ordinator is well qualified and informed and leads the subject effectively. She has not had chance to monitor teaching and learning directly, although there are plans for this. Her intention to do this via a mix of demonstration teaching, and through observation, is good use of her expertise. There are very good opportunities for all pupils to take part in extra-curricular sport. Pupils in Key Stage 2 keep physical education 'diaries' in which they write occasional assessments of their physical education lessons. This is an unusual and very good link to literacy skills, and the writing suggests that many pupils are able to evaluate their own progress.

RELIGIOUS EDUCATION

147. The school has successfully maintained the standards found at the previous inspection and, by the end of Key Stages 1 and 2, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils in Years 1 and 2 have a satisfactory knowledge and understanding of Christianity, and their understanding of Christian values is mature. This is because the subject makes a very good contribution to their spiritual, moral, social and cultural development. They have very good opportunities to reflect upon the uniqueness and 'special-ness' of each individual, as well as the importance of families and considerate behaviour.
148. The school's links with the church contribute positively to older pupils' above-average knowledge and understanding of Christianity. However, between Years 3 and 6, pupils' knowledge and understanding of other religions while sound, is less well developed because the system for checking pupils' attainment and learning is very new and so pupils' prior learning is not included in planning.

149. Nevertheless, the quality of teaching has improved since the previous inspection and it is now good. Strengths in teaching include posing questions with more than one answer, so encouraging pupils to develop their ideas. High expectations of pupils' behaviour and effort ensure that they learn from personal experience. Good planning enables lessons to retain a clear focus and good opportunities are provided for pupils to use writing and note-taking skills. Poetry, drama and art are used well to stimulate sensitive discussions.
150. Throughout the school, teachers have very good relationships with pupils that successfully encourage pupils to share their thoughts and feelings. This is evident when pupils in Year 2 gave examples of 'caring' hands as 'curing', 'medical' and 'building' hands, while 'hurtful' hands, 'smack' or 'thwack'. Pupils have very good opportunities to reflect on their work and apply it to their own lives, a basic skill in the subject. Another example of this is when pupils in Years 3 and 4 listed the qualities of 'mothers' as 'courageous' and 'caring'.
151. These features were also evident in lessons with older pupils. In a lesson in Year 6, the teacher skilfully asked, 'Why do you think that was?' as pupils scrutinised Renaissance paintings of the Nativity. This helped pupils to compare the reports of the disciples with artistic representations. The depth of their work enabled them to discover a surprising disparity between the artistic images and Matthew and Luke's written reports in the New Testament. When the teacher used their response to ask, 'Why do we accept the visual images?' pupils used their powers of deduction and inference, and so supported their skills in reading effectively.
152. Under the effective leadership of the subject co-ordinator, the school has made a sound start in using information and communication technology to enhance the subject. For example, pupils in Years 5 and 6 use computer software to make a 'virtual' tour of a synagogue. Since the previous inspection, the subject co-ordinator has developed the planning for the subject and has recently established a suitable means of assessing pupils' learning.