

INSPECTION REPORT

WESTON ON TRENT CE SCHOOL

Weston-on-Trent

LEA area: Derbyshire

Unique reference number: 112896

Headteacher: Mrs H Salih

Reporting inspector: Brian Aldridge
17454

Dates of inspection: 6th to 8th May 2003

Inspection number: 247286

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 Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Weston on Trent Derby
Postcode:	DE72 2BL
Telephone number:	01332 700488
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev Michael Rogers
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Educational Inclusion; Special Educational Needs; English as an additional language; English; Science; Information and communication technology (ICT); Geography; History	What should the school do to improve further; The school's results and achievements; How well are pupils taught; How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils; Pupils' attitudes, values and personal development; How well does the school work in partnership with parents
20891	Sean O'Toole	Team inspector	Foundation Stage; Mathematics; Art and design; Design and technology; Music; Physical education	How good are curricular and other opportunities offered to pupils

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston Church of England Primary School is a smaller than average primary school and draws pupils from mostly above average socio-economic backgrounds. The number on roll has almost doubled since the last inspection and is now 84 (39 girls, 45 boys). At the time of the current inspection 11 pupils were in the school's reception class; there is no nursery attached to the school. There are a few pupils of minority ethnic heritage all of whom speak English fluently. Ten pupils are on the school's register for special educational needs including two pupils who have statements and whose needs are identified as moderate learning, physical and autistic difficulties. About five per cent of pupils are eligible for free school meals, a proportion below the national average. Pupils' attainment on entry to the school is generally above average and they have good learning skills.

HOW GOOD THE SCHOOL IS

This is a very good school that is very well run by the headteacher and governors. Standards are high because teaching is very good and members of staff, governors and, not least, pupils and their parents work very hard to create an atmosphere of fun, hard work and joy in learning. There is a special feeling of belonging and care in this school. The school provides good value for money.

What the school does well

- Attainment overall is well above average in English and science for Year 6 pupils and well above average generally for Year 2 pupils
- The quality of teaching is very good and as a result pupils learn well
- The headteacher is an excellent leader and manager and she is ably supported by staff and governors
- Pupils' behaviour, attitudes and personal, social and emotional development are excellent
- There is very good provision for pupils' spiritual, moral, social and cultural development
- Children and pupils are very well cared for
- The relationship between the school and parents is very positive and supportive

What could be improved

There are no major issues but the following areas should be considered further by the school to improve the very good provision

- The space available for learning, particularly in physical education
- Accelerating pupils' progress in mathematics in Years 4 to 6 to bring attainment into line with English and science
- The consistency of the quality of presentation and handwriting

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have risen in almost all subjects, the quality of teaching has improved and there is now a much clearer focus on improving the school's provision, including buildings, the curriculum and assessment arrangements and the management functions of curriculum coordinators and governors. As a result inspectors judge that the school's capacity to improve is very good. The issues identified by the last inspection in January 1998 have been addressed very well, although because of the doubling of the school roll and despite strenuous efforts to improve the space available and the quality of the building, accommodation remains an issue.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	A*	B	C
mathematics	C	A*	C	D
science	B	A	A	A

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

A great deal of caution should be used when interpreting the school's results because of the small size of each year group and, therefore, the considerable impact of, for example, the presence of a small number of very able pupils or pupils with special educational needs. For example, the Year 6 group of 2001 achieved in the top five per cent of all schools and because of the very different nature to the 2002 group, standards appear to have fallen. However, when the progress of individual pupils is compared, the latter group made more progress. The school's standards trend for Year 6 pupils is above the national trend and targets were achieved in mathematics but not in English last year. In the 2002 National Curriculum tests, Year 2 results were in the top five per cent of all and similar schools in reading, writing and mathematics.

Inspectors detect an improvement in the rate of pupils' progress and found that in Year 2 and 6 standards in English and science are well above average. In other subjects in Years 2 and 6 standards are generally above average, including mathematics. The exception to this is in the aspects of physical education that were inspected. Achievement in these areas is average because of the lack of proper facilities. Standards of presentation are average and although handwriting has improved since the last inspection there is more to be done to ensure that high quality work is seen across all subjects. By the end of the reception year, children are working within the early levels of the National Curriculum and generally they make good progress. Pupils with special educational needs and those who learn well make very good progress. More able pupils do well; they make good progress and are challenged to think hard and solve difficult problems.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school, learning and each other. They are diligent and choose to work hard at all times.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent. In classrooms, assemblies and when working in different sized groups pupils behave extremely well. Inspectors saw no evidence of inappropriate behaviour.
Personal development and relationships	Very good. Older pupils see it as their responsibility to help younger children. They are eager participants in all aspects of the school's work.
Attendance	Consistently very good. Pupils really enjoy coming to school and are rarely absent even when poorly.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection and is very good overall. Teaching in English, science and art and design are particularly strong because teachers provide pupils with plenty of challenge and opportunities to work as active learners. The teaching of mathematics is very good in Years 1 to 3 and good in some aspects in Years 4 to 6. This is because teachers lack the confidence to offer difficult challenges and maintain the very good rates of learning seen in Years 1 to 3. Teachers have improved the quality of handwriting since the last inspection but there is still a little way to go before the standards of presentation are as high in all subjects as they are in science, for example. Literacy and numeracy skills are taught very well. Pupils are very competent readers because teachers concentrate on teaching pupils the skills and joy of reading. They use their learning gained in reading to good effect in writing and inspectors saw many examples of writing skills being used very well in other curriculum areas. This also applies to numeracy skills and pupils are taught how their number skills apply to their work in geography and science. Teachers ensure that all pupils, whatever their abilities or learning needs are given a suitable range and depth of learning experiences. This means that pupils are very keen to work, concentrate for extended periods of time and want to complete extra work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There has been a very good improvement since the last inspection and the curriculum is now rich and vibrant and encourages pupils' full participation.
Provision for pupils with special educational needs	Very good. Pupils have good quality plans that detail their learning needs and the methods the school will use. Parents are kept fully informed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good with particular strengths in the provision for pupils' spiritual development.
How well the school cares for its pupils	The school's care for pupils is very good. They trust the adults in the school to look after them and trust is very high between pupils and members of staff and parents.

There are very good links with the community and the relationship between parents and the school are excellent. Parents take a regular and very active part in the education of their children. Assessment procedures are very good and results are used regularly to monitor how well individual pupils and the school is doing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an excellent leader and manager and has gained the confidence of staff, governors, parents and pupils. Other members of staff ably support the head.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well because they take a full and active part in the management of the school. Their skills and level of participation have improved since the last inspection.
The school's evaluation of its performance	This aspect of the school's work is very good. The headteacher and teachers use a comprehensive set of procedures for evaluating the school's work. Governors have introduced some novel, yet highly effective, systems.
The strategic use of resources	Resources are used well to meet the needs of all pupils.

There are plenty of teachers and learning support workers in the school and materiel resources are satisfactory. Additional space has been provided since the last inspection and playground provision has improved. However, as the school roll has doubled since the last inspection, classrooms and other workspaces are overcrowded and limit some activities. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school, make good progress and the school provides an interesting range of activities outside lessons. • Teaching is good, children behave well and they get the right amount of work to do at home. • Parents feel comfortable about approaching the school and the school works closely with parents. • The school expects children to work hard and they are helped to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • No significant concerns were raised about the work of the school.

Inspectors agree with parents' very positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. The small number of pupils in each year group means that the school's national test results should be used very cautiously to indicate how well the school is doing. In this year's Year 6, for example, one pupil makes up eleven per cent of the year group. The ratio of boys and girls and the proportions of more able and less able pupils can change drastically from year to year, largely invalidating the use of comparisons between annual performance figures. A small number of pupils moving to and from the school makes setting targets for year groups very difficult. In the current Year 6, three pupils joined the school at the end of Year 5, increasing the group size by one third and raising the proportion of Year 6 pupils thought likely to achieve the expected levels from about two-thirds of the group to above the national average. To meet the need for accurate and useful performance figures the school has developed very comprehensive tracking procedures for individual pupils that measure performance across a range of standardised and teacher assessments as well as gauging the progress each pupil makes.

2. Children start school with good learning skills and are keen and enthusiastic. They begin their time at school knowing and understanding more than is normally expected of children of their age. They put their well-developed learning skills to good use and achieve very well in the reception class and by the time they are ready to join Year 1 the majority are working within the early stages of the National Curriculum. They exceed the learning goals set out for children of their age because of:
 - very good quality teaching in the class with reception children
 - their own positive attitudes to learning
 - the very positive relationship between home and school.The only exception to this above average rate of achievement is in the physical and creative areas of learning. Although children meet the early learning goals, the lack of space works against them achieving the same rates of progress as in other areas of learning. Children speak clearly using a wide vocabulary, listen carefully to each other and enjoy reading simple sentences and stories. Most write well-formed letters and write short stories and reports. They use mathematics to order objects, count and complete simple calculations. They learn about their village and are curious to find out more about the wider world. They develop well socially and learn to work together to good effect.

3. In the 2002 national tests and teacher assessments for Year 2 pupils, the school was in the top five per cent of schools in reading, writing, mathematics and science. This is maintaining a rising trend in this year group, one that exceeds the national profile. Standards in tests have improved since the last inspection. Inspectors find that in the present Year 2 standards in English, mathematics, science and art and design are well above average, in geography, history, design and technology and music they are above average and in ICT they are average. From the very limited evidence available, standards in physical education are average. There has been a good improvement in standards and the increased rate of achievement of all groups of pupils is due to better teaching, learning opportunities that are systematically built upon year-on-year and improved assessment arrangements. Pupils in Year 2 also benefit from learning alongside Year 3 pupils. This provides them with a high degree of challenge and they

try very hard to emulate their older friends. The very good quality of teaching in this class supports the development of pupils' learning skills.

4. In the 2002 national tests for Year 6 pupils, the school performed above the national average in English, in line with national average in mathematics and well above this average in science. Comparisons with similar school also varied with mathematics being the weaker area of learning. Targets were met in mathematics but not in English. However, the school's trend remains above the national trend. Inspectors found standards in the present Year 6 well above average in English and science and above average in mathematics. Standards have improved since the last inspection due to a number of factors, including those mentioned above for Year 2 pupils. In addition:
 - there has been a sharp focus on improving pupils' mental arithmetic skills
 - specialist teaching of excellent quality in science in Year 6 has brought about a sustained high level of performance
 - pupils' learning skills are very well developed and their unfettered curiosity ensures pupils do well.

5. Strengths of pupils' achievements in English, mathematics and science:
 - the skills of speaking and listening are developed very well. Pupils discuss problems thoroughly, giving reasoned judgements for their decision. They speak clearly and succinctly, listening carefully to others. They use a wide range of subject vocabulary to help them explain their ideas
 - pupils read very well. They enjoy reading and from a very early age acquire very good reading habits and a thorough understanding about why it is important to read. They read a wide range of books including poetry, fiction and reference material
 - pupils use computers and CD-ROMS to help them research; their skills in this area are very well developed.
 - pupils' writing is interesting and at times captivating and enthralling. They have a very good understanding of how to write for different purposes such as letters, reports and stories. They know the uses of punctuation and even young pupils use complex punctuation in their writing. Overall, their handwriting and presentation standards are average and could be improved. For example, presentation in science is often better than it is in other subjects. Pupils use their English skills very well across the curriculum
 - pupils develop above average mental arithmetic skills. They calculate accurately and enjoy solving problems. Progress is better in this aspect in Years 2 and 3 than it is in Years 4 to 6. This is because pupils experience a greater degree of challenge in Years 2 and 3 and the pace of lessons is brisker. Pupils use their mathematical skills well in other subjects such as science and geography
 - pupils develop a thorough understanding of how to conduct investigations in science. They are skilled at setting up experiments, tracking the progress of their research and hypothesising about the reasons for their results.

6. Pupils make good progress and achieve well in other subjects of the curriculum.

Subjects	Year 2	Year 6
Art and design	Well above average	Well above average
Design and technology	Above average	Average
Geography	Above average	Above average
History	Above average	Above average

ICT	Average	Average
Music	Above average	Above average
Physical education	Average	Average

The standards of art and design are impressive. Pupils in both classes develop high quality skills that are used to very good effect in other subjects. This results in two-dimensional sketches, paintings and drawings of high quality, using a variety of media. Standards in music are above average in Years 2 and 6 due to specialist teaching and a good range of opportunities. Standards in physical education, whilst average in the aspects observed are detrimentally affected by the lack of facilities in the school. Standards of swimming are above average. The school makes creditable attempts to improve this provision by using the village, a local playing field some way from the school and other facilities as well as holding a range of after-school activities. However, the lack of facilities on site means that time is wasted and the spaces available in the village hall and playground are not sufficient to ensure the development of high quality skills and experiences.

7. Taking the results over a number of years, boys and girls achieve equally well. Pupils with special educational needs make very good progress. Their individual plans are well focussed on ensuring pupils understand their targets and parents play a large part in developing appropriate aims for their children. Pupils are very well supported in class and adults work very well to help all pupils, whatever their learning needs, to acquire the basic skills that are used to very good effect across the curriculum. Brighter pupils are generally given challenging work to help them achieve well. There has been a good rate of improvement since the last inspection in standards and pupils' achievements.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

8. Pupils, including those with special educational needs, have very good attitudes to school. Their behaviour in lessons and around the school is excellent. They respond very well to the strong spiritual, moral, social and cultural values promoted by the school and their personal development is very good. The relationships they have with each other and with the adults who work with them are excellent. All these factors form the foundation for the caring and supportive community in which all pupils feel valued and make very good progress in their learning. Parents are very supportive of the Christian values taught by the school and this ensures a continuity of approach that allows pupils to develop into sensitive, caring and mature individuals with a strong sense of community responsibility. Pupils enjoy coming to school and their attendance is consistently very good. They understand the purpose of education and are well motivated to do well. This has a significant impact on the standards they achieve. Pupils' overall response to these aspects of their development has improved since the last inspection.
9. The children in the Foundation Stage enjoy their time at school and have excellent relationships with their teacher, with each other and with other adults who work with them. They arrive at school in good time and settle happily into the day. They take part in the many varied and interesting activities with enthusiasm, responding well to instructions and listening carefully to each other and to their teacher. They particularly enjoy their work on dinosaurs and are very keen to explain, often at great length, the attributes of the different species. They move in and out of

unsupervised activities easily and naturally, making sensible choices, taking turns and chatting sociably to each other. They understand the routines of the classroom and tidy up carefully and quickly. They help each other and clearly understand the difference between right and wrong and how they are expected to behave.

10. Pupils in Years 1 to 6 take part in all aspects of school life with great enthusiasm and interest. Parents who expressed an opinion prior to and during the inspection agree that their children like school and the pupils themselves confirmed this. Many participate in the after school clubs and enjoy the good range of day and residential visits. They work hard in lessons, becoming involved in and sometimes excited by what they are learning. Several comment that their lessons are often fun and parents consider that this is a major factor in their children's enthusiasm for school. In some lessons, high levels of interest and motivation resulted from exciting and challenging teaching and the pupils made excellent progress. This is exemplified in the mental mathematics sessions when pupils eagerly rise to the challenge of working out the answers to problems as quickly as possible. Pupils are very keen to offer their ideas in lessons and this leads to lively and interesting discussions. They have a clear understanding of their own strengths and weaknesses and, as a result, their efforts are well focused and they are prepared to work hard to succeed.
11. Pupils' behaviour in lessons, around the school and in the playground is excellent. They respond very well to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. Pupils' direct involvement in organising playtimes has resulted in appropriate and fair rules and procedures that they all understand and respect. Because of this, despite the limitation of space, there are few playground disputes. Pupils take care of the school environment and are particularly proud of the small garden areas. All pupils are naturally polite towards each other and to adults and show high levels of care and respect towards others' belongings and the school's property. There have been no exclusions.
12. A particular strength in pupils' very good personal development is the excellent quality of the relationships they have with each other and with all the adults who work with them. As a result, pupils develop self-confidence and self-discipline that enables them to take full advantage of the educational and personal opportunities that the school provides. Pupils' responses in assemblies show a depth of spiritual and moral awareness unusual in primary schools. Older pupils voluntarily take responsibility for the welfare of the younger pupils, showing genuinely caring attitudes towards them. Pupils have no concerns about bullying and clearly understand that being unkind to each other is unacceptable. They co-operate well in lessons, sharing ideas and improving their understanding as a result. All pupils are regularly consulted about aspects of school life and, as a result, they assume a corporate responsibility for quality of life in the school community. Pupils take part in fund raising activities for local, national and international charities and develop compassion for those less fortunate than themselves. They learn about the values and beliefs of others through many of their lessons and in assemblies they demonstrate a good understanding of and tolerance for differences. In lessons,

they listen quietly to each other's viewpoints and, although they may not agree, they learn that these can be valid. Because pupils are expected to organise many aspects of their work and playtimes, they learn to use their initiative and develop very good levels of independence. They show pride when praised and rewarded for their good work or kind behaviour and say that they try hard to merit the awards. They respond well to the discipline of homework and generally complete their assignments on time. During their time in school, pupils mature into well-motivated, kind and sociable individuals, well prepared for the next stage of education.

13. The level of attendance has improved since the last inspection and is now very good. It has been consistently well above that found in most primary schools in recent years and data for the current year indicates that this has been maintained. This has a significant impact on the high standards achieved by the pupils. Parents take their responsibility to advise the school of reasons for absence seriously and there is no recorded unauthorised absence. Pupils arrive punctually in the mornings and lessons start promptly. Registration is quick and efficient and pupils settle quickly to their lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching has improved since the last inspection. The proportion of very good or excellent teaching observed has risen from three per cent to 57 per cent in this inspection. There are very good examples of teaching in each stage of the school but this is more concentrated in the class for the youngest pupils, the class for Years 2 and 3 and in certain subjects such as science, art, music and personal, social and health education in Years 4 to 6.
15. Teaching in the class for reception children and Year 1 pupils is very good and has a very positive effect in children's and pupils' learning. In the development of communication and language skills, mathematical and social areas of learning, the teaching is particularly effective. Teaching in lessons encourages and builds on pupils' curiosity. Much of the teaching is done with a sense of humour and children and pupils react well to this and are fully engaged in their learning opportunities. High expectations of pupils' language begin in this class. The teacher and support workers expect children and pupils to use the correct terminology, to apply these words in their discussions and explain and define their meanings. Children and pupils are given appropriately challenging tasks that grab their attention and hold their interest. This supports pupils in the development of their concentration spans.
16. In the class for pupils in Years 2 and 3 teaching is consistently very good. High expectations of pupils' thinking skills and of their work rate and levels of independence all make for challenging activities that stretch pupils and demand that they work hard. The curriculum and lessons are well planned and build very well on pupils' previous learning experiences, a key issue for development in the last inspection. Subject knowledge is very good and this is most evident in English and geography. In these lessons, pupils are given difficult tasks such as defining complex ideas or making the links between how people live and the landscape around them. Pupils are given plenty of opportunities to work together and independently of the teacher and other pupils. They learn how to find information for themselves, use their knowledge in new situations and apply what they have learned to solve fresh problems. All of this is managed in an atmosphere of fun and mutual trust.

17. In the class for Years 4 to 6, teachers have varying levels of subject knowledge and it is strong in some history, science, English and personal, social and health education lessons. Subject knowledge ranges from satisfactory to very good in mathematics but is not consistently strong enough to promote the high standards seen in other subjects. Overall, teaching is very good in these year groups. Where teaching is strong, for example, in science, lessons are very briskly paced, pupils are given plenty of opportunities to be active learners and learning skills are very well developed. In English too, lessons are well planned to cater for the abilities of a diverse class of pupils and work is interesting and stimulates pupils' imaginations.
18. The teaching of pupils with special educational needs is very good. There is a suitable concentration on teaching the skills of reading throughout the school and this particularly benefits pupils who find reading difficult. Pupils see the value of reading, enjoy their individual work with their adult supporters and make very good progress towards the targets set out in their individual education plans. Higher attaining pupils are suitably challenged in most subjects with the exception of mathematics in Years 4 to 6. Although this is partly related to the different levels of teachers' subject knowledge, the organisation of lessons and the amount of time given over to mathematics during each day are not as effective as they could be.
19. Some key features of teaching are very strong in all classes. Teachers manage pupils' behaviour effortlessly. Pupils are active participants in the learning process and work extremely hard at all times. Throughout the school careful note is taken of how well pupils learn and what teaching methods are most effective. Teachers use recent research to improve their own skills and lessons have a good and at times very good range of methods to encourage pupils to learn. An excellent example of this was seen in a Year 6 science lesson. In a whole afternoon given over to science, pupils had the opportunity to be involved in research, improving their understanding of the scientific method and carrying out investigations of their own design. Teachers have very useful strategies for helping boys and girls and pupils of differing abilities to make very good progress. Homework is used very well through the school. It is marked well by teachers and is valued by parents and pupils who say that their work at home helps them to learn effectively.

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

20. The curriculum is of very good quality for all age groups and has improved since the previous inspection. The key issues from the last report, to introduce schemes of work for all subjects, improve planning and review time allocations have been tackled fully. The school rightly prides itself on its approach to inclusion and inspection evidence shows that all pupils are valued and receive good levels of support. All subjects are taught and the curriculum complies with statutory requirements. The curriculum is relevant to their needs and backgrounds and promotes learning, teaching and personal, social and emotional development effectively. All boys and girls have equal access to the same learning opportunities. Pupils make good progress because they are challenged to do their best.
21. The curriculum for children in the Foundation Stage is very good and covers all of the areas of learning. There is a good emphasis on personal, social and

emotional development and this equips the children well to work alongside older pupils and to take a full part in the National Curriculum. Children in the reception class benefit from a wide range of practical experiences across all the areas of learning. The good quality of the provision, which includes a suitable emphasis on play and the introduction of key skills in communication, language and literacy and mathematical development, helps to make learning fun. The school has improved its provision for outdoor play since the previous inspection.

22. The provision for pupils with special educational needs is very good and they make very good progress. Pupils have the same access to all of the school's activities as all other pupils. Many of the pupils with special needs take up the chances to become fully involved in clubs and other school activities. There is a successful mixture of individual withdrawal support and in-class help. Individual education plans set achievable targets and are available to and used by all staff. There is a strong focus on developing pupils' reading and writing skills and this enables them to access all aspects of the curriculum. Activities are planned and supported by both class teachers and support staff to ensure pupils successfully achieve their targets. Pupils are invited to reviews and to set their own targets and this motivates them to succeed. The regular review of the targets and adjustments to the curriculum supports the pupils to achieve their best.
23. Throughout the school, planning meets the needs of different groups of pupils well. Policies and schemes of work support teaching and learning and the effective management by subject leaders ensures consistency in developing skills, knowledge and understanding. Staff have implemented the literacy and numeracy strategies successfully and this is reflected in rising standards and the very effective use of English in subjects such as geography and history. Staff also help pupils to use their numeracy skills to good effect in recording science experiments and in planning designing and making models in design and technology. Strengths in the curriculum that contribute to effective learning include encouraging pupils to use their initiative, to work independently and also to collaborate on a variety of projects. In some subjects such as design and technology pupils have good opportunities to complete topics and projects in a short time and this enables them to develop skills and techniques and to refine and evaluate their own progress. Staff also make good links between subjects because planning is well crafted and geared to challenging pupils of different abilities. Specialist teaching of science in Year 6 contributes to high standards.
24. Although there is a small number of staff they possess a good range of diverse skills. The involvement of parents and the wider community enhances the curriculum provision. The school has a *Greenwatch* award for its contribution to environmental education and pupils have a keen awareness of humankind's impact on the world. Projects such as the Millennium Garden involving support from business, parents and community members has created an attractive and valuable resource for the school and does much to promote pupils' understanding of care for the environment. The *garden gang* enthusiastically maintain and develop the garden and each year take part in a project to enrich the provision. For example, there are excellent links made with art and design as pupils design

and make robust sculptures and take part in imaginative planting projects to create a sensory garden. The whole-school days when all of the pupils participate in a similar activity, such as working on problem solving with Rolls Royce staff, make a significant contribution to learning opportunities. The school makes good provision for extra-curricular activities and pupils are enthusiastic participants in sporting and musical events.

25. The school makes very good provision for pupils' personal, social and emotional development. The school's provision for spiritual, moral, social and cultural development is also very good. These aspects are strengths of the school. These aspects have improved since the previous inspection. The school is justifiably proud of its Christian heritage and attitudes such as tolerance, mutual respect and valuing of others are taught sensitively. In lessons in personal, social and emotional development older pupils take part in lively discussion and debate and come to a very good understanding of community involvement and their part in the world. There is a well-focused programme of sex education and pupils are taught effectively about the benefits and dangers of medicines and drugs. The staff work hard to promote good levels of maturity and expect much of the pupils. They encourage diligence and confidence. These attributes prepare the pupils very well for the next stage of their education. Links with the local secondary school are good and now include some curriculum links, for example, in science and physical education. The school also works well with other primary schools, joining in competitive sport and in developing useful curriculum links.
26. The school makes very good provision to promote pupils' spiritual, moral, social and cultural development in a caring and purposeful environment in which the staff provide very good role models of behaviour and relationships. Pupils' spiritual development is enhanced through the school's aims and explicit values that help pupils gain an understanding of their own self-worth and a sense of concern for the well being of others. Through environmental studies they are taught to appreciate the natural world. Strong teaching and good resources present positive images for pupils about relationships and respect. For example, in literacy lessons, the pupils use a wide variety of literature to enhance their understanding of tolerance, truth and goodness. Their poetry writing includes opportunities to express creative ideas imaginatively and thoughtfully. Teachers create good opportunities for pupils to debate and discuss sensitive issues and to challenge negative issues such as racism, sexism and intolerance.
27. The spiritual ethos of the school links well with the promotion of moral and social values within a context of care. Pupils are taught how to co-operate well and to collaborate on projects, appreciating the contribution of others. Staff consistently reinforce good behaviour and the pupils are taught to know and respect the school's rules. Pupils have been involved in devising a code of conduct and this means that they clearly understand what is expected of them. The staff carefully monitor the pupils' behaviour and by promoting and rewarding good attitudes encourage the pupils to care for each other and their environment. There are very good opportunities for the pupils to become mature and sociable members of the community. Through the *Make it Real* project they explore ways of coping with

problems such as vandalism and bullying and come to a clear understanding of how they might influence others' attitudes. Pupils participate eagerly in all aspects of school life and take seriously their responsibilities for attending extra-curricular activities and practising musical instruments. The school provides a rich and stimulating cultural environment in which pupils thrive and become well equipped for life in a culturally diverse society. In science and design and technology the pupils are taught to appreciate humankind's achievements. *World Book Day* provides a very good opportunity for the pupils to explore literature from around the world and to appreciate different lifestyles and viewpoints. Through geography and personal, social and health education pupils join in activities that give them an understanding of the varying quality of life around the world. This was reflected very well in their involvement in *Red Nose Day* when they were taught about the *Fairtrade* organisation. Pupils clearly understand that they may make a difference in the world. The staff also promote religious and cultural understanding very well through visits to places of interest in Derby. There are good visits to places of national importance and regular visitors to the school bring insight into the business and commercial world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. All pupils, including the children in the Foundation Stage and those with special educational needs, are very well cared for at school. The welfare of each pupil is the first priority of all who work in the school and this has created a warm and caring family atmosphere in which pupils thrive. Pupils' academic performance and personal development are monitored very well and this provides an excellent level of educational and personal support for each individual. The school has taken effective action to improve the procedures for assessment and recording of pupils' attainment and progress that was identified as a weakness in the last inspection. The procedures are now very good. The strong relationships between pupils, their teachers and other members of staff are a strong factor in the continuity of care provided for the pupils. The quality of this care is very good and had improved since the last inspection.
29. The school has very good procedures and established practices to govern health and safety and child protection. The governors fulfil their responsibility concerning risk assessment and all staff have a good awareness of health and safety issues and their responsibilities in this area. The provision for first aid is very good and emergency evacuation is practised twice each term. There are two members of staff with current training in child protection procedures and staff follow recognised guidelines for monitoring and recording any cause for concern. The dedication and commitment of all staff ensures that there is a high level of awareness of this duty of care. Teachers make sure that pupils understand how to use resources safely and the importance of good hygiene and diet, and there is an appropriate drugs education programme. The school nurse and other professionals visit the school to talk to the pupils about aspects of personal safety. Supervision during playtimes and lunchtimes is very good.

30. Because of the excellent relationships that teachers have with most of the pupils, the formal and informal procedures for monitoring personal development are very good. As a result, pupils receive an excellent level of individual support and their progress through the school is recorded well in their records of achievement. There are effective systems to monitor and promote pupils' attendance. A particular strength in monitoring and promoting good behaviour in the school is the consistency and fairness with which staff apply the procedures. Although there are formal systems for recording and modifying poor behaviour, these are rarely used and most incidents are successfully dealt with immediately. Pupils understand what is expected of them and trust the staff to handle any unkind behaviour effectively. The rewards for kind and caring behaviour are sought after and valued and pupils enjoy the whole school recognition of their achievements.
31. The systems to assess pupils' learning are very good and have improved considerably since the last inspection. There is now a comprehensive suite of assessment measures in the school, including standardised tests and assessments, accurate teacher assessments and tracking schedules which allow teachers and pupils to understand what needs to be learned next. Teachers are skilled at looking for errors in pieces of work and in assessments and then altering the way they work or the curriculum they teach to meet pupils' needs. Pupils with special educational needs are assessed very well. Reading and spelling are tested regularly and improvements noted. Self-assessment by pupils is encouraged and pupils have a very good idea about they should be doing to improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. The school has a very strong, supportive and constructive partnership with parents and this has a very positive impact on the work of the school and on the progress the children make. The excellent quality of this relationship is an improvement since the last inspection. Those parents who expressed a view prior to and during the inspection feel very much a part of the team and fully involved in the work of the school and the education of their children. Parents value the educational and personal opportunities provided and there is a high level of trust between home and school. This dynamic partnership is a significant element in the high quality of education provided by the school and the very good progress the children make.
33. The overall quality and range of information, both formal and informal, provided for parents about the school and about their children's progress is very good. It is practical, comprehensive and informative. Both the prospectus and the governors' annual report for parents provide useful information about the school and its achievements. The quality of the children's annual reports is good. Pupils' attainment is clearly indicated for English and mathematics and the text gives a good picture of individual strengths and weaknesses. However, not all subjects are reported separately and the amount and quality of information provided for these subjects is insufficient and does not give a true picture of the year's work. There are three opportunities during the year for consultation with teachers, and this is supplemented by the easy access parents have to teachers should they

have a cause for concern. Parents receive a brief outline of what their children will be learning each term and the homework and reading diaries allow parents to keep track of what their children are doing. Regular newsletters are sent out which keep parents up-to-date with activities in school. Parents of pupils with special educational needs are fully involved in the decision making process and are kept well informed about the needs of their children.

34. The school is fully committed to involving parents in their children's learning and in the life of the school and parents' respond very positively and willingly to all the opportunities the school provides for them to be involved. For example, parents:
- encourage and help their children with their reading and other homework
 - send their children to school regularly and on time
 - in large numbers help regularly in classes, for example, listening to children read
 - accompany the children on visits
 - helped to design and dig the Millennium Garden
 - through the Parents' Staff and Friends' Association raise considerable sums of money which are used to supplement resources and improve the environment
 - are very responsive to any requests for help
 - attend consultation evenings
 - strongly support the very good Christian values promoted by the school
33. The very positive outcome of this high level of involvement can be seen in the standards the children achieve and the positive impact on pupils' very good personal development. The "chill out" areas, benches and other playground improvements funded by the parents are greatly appreciated by the children and have had a positive impact on the quality of playtimes. Several children have written letters to thank the parents' association for these resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The leadership and management of the school have improved considerably since the last inspection. At that time the school was well led and managed effectively. However, the present headteacher took up post shortly after the last inspection and governors and parents talk of a clarity of purpose and an invigorating drive towards higher targets and achievements. Since the last inspection the school has doubled in size without losing any of its high quality learning ethos and family approach.
35. The headteacher provides the school with excellent leadership and management. She has a very good understanding of the school's strengths and the areas which need improving. She has set about building on the positive aspects of the school's work in an optimistic but uncompromising manner. She has a clear vision for the school's development and has communicated her view to the local community, parents and pupils. She checks on standards, teaching and learning and uses this information very well to lead the staff and governors in producing a rich and well-developed curriculum. The action taken on improving standards has taken effect in English and science and to some degree mathematics. Progress in this subject is slower but inspectors judge the work now in hand will be very successful in increasing the rate of pupils' progress in this subject. Straightforward in her views, she nonetheless ensures that the contributions made by pupils and adults are valued and recognised. The leadership of all subject coordinators is good and the staff take their responsibilities seriously. There is a close working relationship between teachers and governors and curriculum management duties are carried out well. All coordinators have multiple responsibilities and work extremely hard to organise their work and to keep their attention focussed on improving standards and the rates of achievement.
36. The governors fulfil their statutory responsibilities very well. They have introduced novel but highly effective ways of monitoring pupils' progress. They understand the difficulties in analysing data for small groups of pupils and ask for anonymised information about the rates of achievements of different groups of pupils. This system works very well. Governors connect this information to the priorities of the school improvement plan and ensure that teachers have reasonable explanations for dips or success in learning. Governors visit classes, holds discussions with coordinators and offer enthusiastic support. They are very good advocates for the school and its pupils.
37. Governors have a very tight grip on spending and financial management. Over the past four years a budget overspend has been reduced because the headteacher and governors have kept a careful eye on expenditure. In conjunction with budget planning the school is now planning ahead and meets new initiatives and the changing needs of the school very well because the school improvement plan has improved. The plan is now a very useful tool for managing the school. This allows the limited funds available to the school to be used wisely and profitably.
38. The school is well staffed with teachers and learning support workers. Teachers benefit from the well-developed strategy for performance management. They agree rigorous targets for their own development, which in turn, helps raise standards. Resources are satisfactory and teachers are skilled at providing materials that support pupils' learning. Accommodation is very limited and at times restricts pupils' movements around classrooms. Some alterations and additions have been made to the school building since the last inspection but as the school roll has doubled since that time, space remains a scarce commodity. The lack of a hall and a large enough playground as integral parts of the school building limit the opportunities for whole school assemblies, physical education and play. The school has made great strides,

with the help of the local community and in particular the support of the parents and friends association to develop the playground into a useful and interesting play and work environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. Though there are no major issues for the school to address the headteacher, governors and staff should continue to:

- (1) improve the quality of the school buildings and site*.
(Paragraphs 1, 6, 38, 56)
- (2) increase the rate of progress in mathematics, particularly in Years 4, 5 and 6*
(Paragraphs 4, 5, 17-18, 35, 56)
- (3) improve the consistency of standards of presentation and handwriting*
(Paragraphs 5, 35, 48, 51-52, 59)

*Issues already identified by governors and staff and in the process of development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	9	0	0	0	0
Percentage	14%	43%	43%	0%	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		84
Number of full-time pupils known to be eligible for free school meals		

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.0
National comparative data	5.4

School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	-	-	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (88)
	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	-	-	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	75 (100)	83 (100)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	75 (75)	75 (75)	92 (88)
	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	77	-	-
White – Irish		-	-
White – any other White background		-	-
Mixed – White and Black Caribbean		-	-
Mixed – White and Black African		-	-
Mixed – White and Asian	2	-	-
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	5	-	-

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR-Y7

Total number of education support staff	5
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	0	0	2
My child is making good progress in school.	75	23	0	2	0
Behaviour in the school is good.	80	18	2	0	0
My child gets the right amount of work to do at home.	48	43	4	5	0
The teaching is good.	84	13	2	0	2
I am kept well informed about how my child is getting on.	75	23	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	5	2	2	0
The school expects my child to work hard and achieve his or her best.	86	13	0	2	0
The school works closely with parents.	79	16	4	2	0
The school is well led and managed.	93	2	5	0	0
The school is helping my child become mature and responsible.	80	18	2	0	0
The school provides an interesting range of activities outside lessons.	46	39	9	4	2

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

40. On admission to the school, in September or January of the year in which they are five, most children have benefited from pre-school educational provision. Almost all have good skills and levels of knowledge in advance of the average four-year-old. They are mainly confident socially and have good speaking and listening skills. The more able have often started to read simple texts and some are able to write their own names. The children have basic counting skills and most recognise and correctly name a variety of colours and shapes. The children are taught alongside pupils in Year 1, and the curriculum is matched to their needs and abilities. The transition into full-time schooling is made easy because of the highly effective relationship between the school and the local pre-school group. Currently, there are no children in the reception year with special educational needs. The teacher has a good understanding of the children's abilities and plans lessons that challenge the most able so that they move on at a good pace.
41. The teaching is very good overall and there are particular strengths in the teaching of communication, language and literacy and mathematical development. The children thrive in a positive atmosphere well supported by adults. They enjoy learning and make very good progress. By the end of the reception year almost all children attain the expected goals for their age and a substantial majority are working on the early stages of the National Curriculum. The school has improved its provision for the Foundation Stage since the previous inspection.

Personal, social and emotional development

42. The children are confident and competent learners who have a high level of independence and also relate very effectively to others because the teaching of this area of learning is good. By the end of the reception year they exceed the early learning goals in this area of learning because the adults provide good challenge and opportunities for the children to make decisions, select resources and engage in purposeful play. The teacher and other adults carefully monitor the children's progress and find ways of involving less confident children so that they participate fully in all activities. The children are very well behaved and show much care for each other and respect for adults and the environment. Through their careful observations in the Millennium Garden they learn how to care for wild birds and know about feeding them. The children are also taught to respect each other and to value peoples from around the world. Their sense of awe at the world around them is enhanced through natural science, growing plants and studies of the solar system. Underpinning the work with reception children is a caring but challenging approach which helps the children to come to an awareness of others, enables them to improve their attention, concentrate well and to take a full part in all the school has to offer.

Communication, language and literacy

43. By the end of the reception year the children exceed the early learning goals in this area of learning; they are competent in basic skills and enjoy conversation and discussion. The children listen attentively and become fully engaged in stories. They speak clearly and audibly and are confident when speaking to large groups or to visitors to the school. They make use of good vocabulary and these skills are enhanced through the daily opportunities to share their experiences with the class. Adults inspire confidence through careful questions and prompt and encourage the children to be bold and imaginative when describing important events in their lives. The teaching is very good because of the sensitive and thorough way in which skills are promoted. The daily opportunities for the children to read to adults and to practise their skills at home stimulate an interest in books. The children make very good gains in reading and most read from a wide range of texts and successfully build words from the sounds that letters make. There are good opportunities for the children to extend their understanding through role-play, for example, in the dinosaurs' cave where they use correct names for pre-historic creatures. There is a good emphasis on writing and most children form letters correctly and write short sentences unaided. They enjoy recalling their experiences and their writing includes humour and good use of vocabulary. They competently sequence stories and through good links with other areas of learning write factual accounts. They make good progress in spelling and most regularly use simple punctuation such as full stops and capital letters.

Mathematical development

44. The teaching of this area of learning is very good because many of the activities are linked to practical work and this aids the children's understanding. The children enjoy using apparatus and work carefully and accurately. By the end of the reception year they exceed the early learning goals in their mathematical development. The children have a good grasp of the value of numbers to 10 and most count unaided well beyond 20. They correctly form numbers and the more able cope well with simple addition and subtraction sums. The teacher places much emphasis on understanding and is rigorous in posing questions and setting tasks that move learning on at a good pace. This often includes the effective use of mathematical vocabulary. The children are proficient in understanding *more than* and *less than* and also have a good understanding of terms such as *before*, *after*, *in front of* and *behind*. They know most common two-dimensional shapes and understand some of their properties and the more able recognise and correctly name three-dimensional shapes. Particularly good progress is made in measuring using a variety of measures and the children are very adept at estimating. This was seen to good effect when they programmed a robotic toy, correctly moving it a variety of distances.

Knowledge and understanding of the world

45. The children express a deep interest in all that goes on around them and are avid learners, taking part enthusiastically in a wide range of opportunities. The good

teaching of this area of learning moves learning on at a good pace and broadens the children's understanding and knowledge. The children make good progress and by the end of the reception year they exceed the early learning goals in knowledge and understanding of the world. In science, they make good progress in finding out how plants grow and they carefully observe the process. They know that gravity is a force and that magnets attract some metal objects. In technology they make simple and well constructed models and ask questions about how things work. They are fascinated by moving objects and recall the different speeds that toy vehicles move down a ramp. They co-operate well on large projects such as making model dinosaurs and try out different methods to speed up the process, working independently of adults. The children enjoy using computers and make good progress in programming robots. They understand that computers and programmable toys will respond to their instructions. The children have a very good understanding of where they live and accurately describe the main features of their village and their route to school. They know that villages and towns often have different characteristics. The children have a good knowledge of how things change over time and through practical studies such as looking at toys through the ages appreciate that their grandparents would have played with different toys from them. Through their studies in religious education the children know that different peoples have a variety of beliefs and they have a good grasp of some of the stories of Jesus.

Physical development

46. Although the school has limited space it has responded well to the criticisms in the previous inspection report and improved the provision for outdoor play. The children make good progress and attain the early learning goals in this area of learning by the end of the reception year. The teaching is good and the children respond well to the variety of opportunities provided in lessons. They concentrate well throughout and try hard to improve. Working alongside older pupils helps them to improve their performance, as does challenging teaching. The children have competent skills in running, turning, balancing and have a good awareness of space. They throw, catch and control a ball and play effectively together. The children also experiment with a range of tools and equipment improving their dexterity. Through practice and perseverance the children improve their skills and techniques. Working with malleable materials and tools the children develop good skills and they also work together effectively. In outdoor play the children are sensible and mature, for example, they pedal bicycles energetically with an awareness of the limited space making their own rules for safe play. When throwing balls at a target they take turns and the work is linked well to addition as they score points for each successful throw through the target.

Creative development

47. The children thoroughly enjoy the good creative opportunities provided by the school and make good progress. They are keen to explore a wide variety of media and work hard to improve their work. The teaching is good and impacts well on learning. Because there is a good balance between the development of

skills and techniques and opportunities for the children to express themselves imaginatively the children make good progress. By the end of the reception year the children attain the early learning goals in their creative development. The children enjoy expressing their ideas and explore feelings and emotions well in their creative play. In painting they show good competence in mixing colours and blending them to good effect. Their paintings of *Elmer the Elephant* show good control and an awareness of the balance of colour. The children use their art skills in a variety of lessons. They paint bold and well balanced pictures of their homes and add good detail. The children learn from each other and incorporate the ideas and skills used by older pupils in their own work.

ENGLISH

48. Inspection evidence shows that standards in English at the end of Year 6 are well above average and pupils achieve well in all aspects of the subject. Boys and girls perform at similar levels and make good progress. In the national tests in 2002 at the end of Year 6 standards were above average and boys outperformed girls. The variation in standards is due to the small number of pupils taking the tests which makes direct comparisons between year groups unreliable. By the end of Year 2 standards are well above average and these pupils benefit from high levels of challenge in the teaching. Progress is good and very good in Years 2 and 3. Pupils with special educational needs make very good progress because of very clear targets and well focused planning through good use of individual education plans and good concentration on the teaching of basic skills in reading. High attainers make good progress. The strongest aspects of the subject are speaking and listening and reading. Handwriting and presentation although average are relatively weak. Although there are variations from year to year there is an improving trend in the school's results and standards are higher than those reported at the time of the previous inspection.
49. Speaking and listening skills are well above average and developed very well throughout the school as pupils are encouraged to discuss their work and take part in discussions and debates. In Years 4 to 6 pupils play the part of members of the community as they discuss and find solutions to imaginary problems such as vandalism, bullying and industrial developments in the locality. They show mature and positive attitudes, thinking through arguments and listening to diverse views. Younger pupils talk confidently about their work and use a good range of vocabulary which is often replicated in their written work. Pupils understand and use the common conventions of Standard English and willingly and confidently engage adults in conversation.
50. The school uses a wide variety of strategies to encourage reading, and the involvement of volunteers and parents in hearing readers contributes effectively to the very good standards achieved at the end of Years 2 and 6. Pupils make rapid gains in reading and almost all enjoy stories, poems and non-fiction materials. Good use is made of the school's small library and books to support teaching to enhance learning. Pupils are competent from an early age in building words from letter sounds and also use clues from pictures and the context to establish

meaning. Year 2 pupils have a good grasp of plot, character and the sequence of events and more able pupils draw conclusions for what they have read. They research information from books and the Internet and the most able combine information well when writing. By the end of Year 6 pupils express preference for authors and types of reading materials and clearly take pleasure from reading. Their skills in forming hypotheses and drawing inference are well advanced. Pupils are critical readers and good at research. They understand humour and, for example, make judgements about the characters as in their studies of stories by Gervase Phinn.

51. Writing skills are mostly well above average at the end of Years 2 and 6 but the older pupils' handwriting and presentation could be better. Year 2 pupils write imaginatively with flair and a rich vocabulary. In their letters to the RSPB they write humorous and lively letters asking for advice about what to do with an ostrich in the garden. The work is significantly in advance of that of the average seven-year-old as it is well written, includes humour, is accurately punctuated and most spellings are correct. The teacher prepares challenging work in comprehension linking reading and writing skills and the pupils make significant gains in understanding because of the rigorous questioning by the teacher. Pupils in Year 6 write well in a good variety of styles and for different purposes. Their poetry is imaginative, expresses mood and emotion well and engages the reader. Pupils write lengthy passages and include well-structured paragraphs to convey their ideas.
52. Teaching and learning are very good. The pupils enjoy English and participate enthusiastically in lessons. They particularly enjoy discussing ideas. The teachers expect the pupils to pay attention and behave well and pupils respond very positively. Teachers offer good advice through marking and constructive comments during lessons and these approaches help the pupils to improve. Pupils work hard although in some lessons the oldest pupils are not set sufficiently sharp targets and challenges and the quantity of their work and standard of presentation dips.
53. Teachers use a variety of methods to promote pupils' interest and lessons are well structured. Introductions have good pace and set the scene effectively. In a lesson with Year 4 to 6 the teacher and support staff played the parts of characters in a short story and read the passage in a lively and interesting way that held the pupils' attention. The work set is often demanding, especially for younger pupils and they are set clear time limits for completing tasks. Pupils respond eagerly to these targets. During the main part of lessons teachers and other adults work alongside the pupils and provide good encouragement particularly for pupils with special educational needs to ensure that they fully understand what is to be learned. Support staff make a lively contribution in lessons and are briefed well. All adults treat pupils with respect and ask well-crafted questions to assess the pupils' understanding. Homework is a regular feature of the teaching and contributes positively to pupils' competence in spelling and research. Teachers also encourage the pupils to make good use of their literacy skills in other subjects and this is especially effective in geography and science. Pupils use ICT well in English and draft, refine and edit their work on computers.

54. The subject is managed well and staff make good use of the National Literacy Strategy and other materials to make teaching and learning effective. Assessment is very good as it includes an analysis of performance and the results are used to plan the next steps in learning. There has been some monitoring of teaching and learning and staff have benefited from suitable training to enhance their skills. English makes a very good contribution to the pupils' spiritual, moral, social and cultural development as pupils study a wide variety of literature, exploring ideas and emotions through the eyes of different authors. In their writing pupils develop their own viewpoints and express their own moods and feelings sensitively.

MATHEMATICS

55. By the end of Year 6 standards in mathematics are above average and this represents an improvement on the 2002 results in national results. The improvement is due to a strong focus on developing mental arithmetic and extending pupils' mathematical vocabulary. Test results at the end of Year 2 showed that standards in 2002 were among the top five per cent of schools. Inspection shows similar high performance due to very good teaching and a well-focused curriculum which extends pupils' skills, knowledge and understanding of mathematical ideas. Progress in all year groups is at least good. Pupils with special educational needs make very good progress particularly in arithmetic. There is sufficient challenge for more able pupils and a high proportion of each year group attains above the expected levels. The school has improved pupils' performance since the previous inspection although the small cohorts mean that there are fluctuations from year to year.
56. The school is aware of the relatively weaker performance in mathematics when compared with English and science and has taken good steps to raise attainment at the end of Year 6 by providing training and setting sharply focused targets. The school is on course to exceed its targets this year and the use of booster sessions has made a good impact on increasing pupils' mathematical confidence and competence. Nevertheless, in order to raise standards at the end of Year 6 further the teaching should be more consistently well focused and better paced so that pupils are challenged more effectively.
57. Throughout the school pupils have a good grasp of mathematical vocabulary, signs and symbols and they use them well when solving problems. Progress in using and applying mathematics is very good in Years 1 to 3 and good in Years 4 to 6. Younger pupils use their number skills effectively and have a good grasp of strategies for problem solving because the teacher provides ample opportunities for the pupils to learn through challenging games which require complex solutions. This method is continued with bolder pupils but the pupils often lack competence in solving complex problems involving several number operations. The school has focused very well on improving pupils' competence in mental arithmetic and regular sessions involving quick-fire questions and regular tests. Pupils do well in mental calculations and also offer a variety of solutions, explaining strategies clearly. By the end of Years 2 and 6 pupils have a good grasp of addition, subtraction, multiplication and division and they apply these skills when measuring

and calculating using fractions and percentages. The more able understand ratio and proportion.

58. Other aspects of mathematics are taught well and pupils have a good understanding of shape, space and measures and use their knowledge well across a range of subjects. For example, in design and technology, they measure accurately, plan the use of materials and draw their designs precisely. Pupils competently make graphs and charts and apply these skills well in science when recording experiments about relative weights of materials both in and out of water. Pupils make satisfactory use of ICT to support their work in mathematics. They have a secure understanding of databases and spreadsheets and understand how these applications can be used to support mathematics.
59. The quality of teaching and learning is good. Teaching is at its best in Years 1 to 3 where it is often very good. Pupils are well-motivated and keen mathematicians responding very well to rigorous questioning. They work hard and produce good quantities of work. However, presentation of work among older pupils is often untidy and leads to some simple errors. Behaviour in lessons is very good and the pupils collaborate very effectively in group work because teachers have high expectations. Pupils are good at working independently and respond well to homework, completing it on time. Teachers plan lessons very well and make good use of the National Numeracy Strategy and a scheme of work to ensure good coverage. The subject leader monitors how well this works and there are regular reviews of teaching approaches and successes. These reviews are linked to very good assessment of pupils' understanding. Assessment is used well to identify the needs of all pupils and to make provision for them, for example, gifted and talented pupils, are taught alongside older pupils and respond well to this level of challenge.
60. Teachers have good subject knowledge and pose effective questions to ascertain pupils' understanding. Most lessons have brisk pace and the introductions are used well to set the scene and get the pupils' thinking mathematically. On some occasions the introductions are too short and teachers' explanations over elaborate and this limits time for work. Work is matched well to ability and the teachers involve support staff very well. These staff are very effective and particularly skilful in supporting pupils with special educational needs. In the most successful lessons, the teachers review what has been learned and set the scene for the next session. Marking is accurate and often includes helpful comments to guide pupils on how they might improve. Pupils are encouraged to do homework and this contributes to the good standards achieved.

SCIENCE

61. The school achieves impressive results in science and standards are higher those reported at the time of the previous inspection. There is much challenge for the more able particularly in Year 6. Inspection evidence and the results of tests in 2002 show that standards are well above average and at the end of Year 2 were among the top five per cent of schools. Progress is rapid and pupils acquire the

skills, knowledge and understanding to explain their ideas with clarity and very good use of scientific vocabulary. Boys and girls of all abilities make very good progress and those with special educational needs are supported very well and achieve good standards. The trend in pupils' performance is above the national average.

62. Throughout the school teachers ensure that scientific terms are used appropriately. This ensures that pupils begin to develop their ideas about conducting experiments in a comprehensive manner. Pupils know how to set up an investigation so that variables are controlled. They also understand that any experiment has to have a specific focus and that to be valid an experiment has to be repeated and achieve similar results. Pupils are skilled investigators, often using mathematics and information and communication technology to record their results.
63. Pupils throughout the school have very good understanding about the processes of life, for plants and animals. Teachers link this work to other subjects well. For example, when studying minibeasts and their habitats, pupils use their new learning to produce very high quality artwork based on their study of the anatomy of insects and invertebrates. They understand that materials have differing properties and know how to test their ideas. Very young pupils apply the correct technical terms when sorting and classifying materials. They understand that for the group to work successfully they have to agree their classifications. Older pupils use computers to test the opacity of fabric to a light source and record their results. They interpret their findings with care and clarity. Older pupils know that objects at rest have a balance of forces acting upon them.
64. The major skill of the teachers is to reinforce and extend pupils' curiosity. Even those pupils who find other subjects intimidating seem to revel in science and delight in their own discoveries. They understand what it is to set up their experiments to discover 'new knowledge'. Teachers do this by showing their own fascination for the natural world explaining, for instance, that not all minibeasts found in the habitats set up by Year 4 and 5 pupils will be insects. As teachers' subject knowledge is good and they plan work that interests all pupils, including those with special educational needs and those who learn quickly, learning is effective. Pupils consider themselves to be scientists and behave responsibly when working in groups. High expectations of pupils means that they work at well above the levels expected for their ages. This is notably the case in the Year 6 group, where learning is rapid and deep because teaching is extremely effective. Pupils with special educational needs are very well supported; they are offered sufficient help to enable them to move forward but without detracting from the pupils' opportunities to act independently. Teaching in science is very good and has improved since the last inspection.
65. The science curriculum is rich and imaginative and teachers check on pupils' progress in a regular and systematic fashion. The management of the subject is very good. Checks and balances ensure that the quality of teaching and the curriculum is always monitored. Of particular importance is the separation of Year 6 into a small working group of its own. This is an extremely effective means of

ensuring that these pupils are pushed on at a rapid pace and can work at complex levels within the subject.

ART AND DESIGN

66. By the end of Years 2 and 6 standards are well above average because the teachers provide high levels of challenge and promote skills, knowledge and understanding systematically through very good teaching. There are also very good opportunities for pupils to generate creative work by applying these skills effectively. Standards have improved well since the last inspection due to a rich and vibrant range of learning experiences. Progress for all pupils, including those with special educational needs or particular talents, is very good.
67. The teaching of art and design is a strength as staff have wide subject knowledge, benefit from very good support from the subject leader and follow a well-focused scheme of work. Learning is made fun because of the extensive range of techniques and methods used to promote pupils' skills, knowledge and understanding. Pupils are given much guidance through careful demonstration of techniques and also encouraged to experiment and explore their own ideas and skills. This was seen to good effect in Years 2 and 3 where after a clear demonstration by the teacher the pupils went on to create prints of buildings using a variety of colours. Teachers display the pupils work to good effect. In Year 4 to 6 the pupils have produced some vibrant work illustrating body movements. Having studied the work of famous artists using the Internet as a resource, the pupils were taught how to create an impression of movement through sketching and smudging and then transferred these ideas into paintings and drawing of high quality. Teachers are good at assessing the pupils' skills, knowledge and understanding and encourage them to be self-critical. This results in improved work and enables pupils of all abilities to feel confident in exploring techniques and media.
68. Art and design is also used well to illustrate work in a variety of subjects and pupils often use sketches to bring their work to life with wonderful pictures of, for example, Victorian events and people. Pupils are particularly good at still life drawing and through regular practise of techniques use shading and tone impressively. Some pupils further develop these sketches using media such as pastel or charcoal. There are also good opportunities for pupils to use mouldable materials to create three-dimensional models such as dinosaurs and sculptures using black plastic bags and frames. This work involves high levels of collaboration.
69. Teachers make lessons interesting and pupils are challenged extensively. The pupils thrive on the challenge and are keen to please their teachers. They show much pride in the finished products and their work enhances the classrooms and corridors. Pupils work hard applying much creative effort and skill. They persevere with tasks and are always looking for ways to improve. The teachers provide very good guidance and pupils are clear about what is expected of them. In an excellent lesson in Years 4 to 6 the teacher inspired the pupils making use of a series of pictures on the computers to study intently the patterns found in

minibeasts. Having generated in the pupils a sense of awe the teacher set challenging tasks which included opportunities for the pupils to express their own ideas and imaginations using a wide range of media and techniques. The teacher harnessed the pupils' enthusiasm and enabled them to produce outstanding work. Throughout the school the staff value the pupils' artwork and their positive comments and skilful teaching contribute much to pupils' personal, cultural and spiritual development

DESIGN AND TECHNOLOGY

70. By the end of Year 6 standards are average and pupils have a secure understanding of modelling, designing and evaluating their work. They make good progress in all aspects of the subject. Boys and girls do equally well and show a good degree of motivation and interest in the subject. By the end of Year 2 pupils achieve very well in this subject and standards are above average because pupils have a good grasp of skills and techniques and apply them well to making robust and functional models and the teaching is highly effective. Progress in Years 1 and 2 is very good and boys and girls work equally hard. Throughout the school, pupils with special educational needs make good progress. The quality of the provision for design and technology has improved since the previous inspection.
71. Teaching and learning are good overall and very good in Years 1, 2 and 3 because of the teachers' subject knowledge and enthusiasm. Staff respond very well to the guidance of the subject leader and make good use of the school's scheme of work to provide consistent opportunities for pupils to improve their skills, knowledge and understanding. Suitable records of the pupils' achievements are kept and used as guides for planning lessons and as exemplars of good practice. The school's good system for organising the teaching of the subject through blocking periods of time works well as pupils are able to design, make, complete and evaluate a project within a short time.
72. Pupils have very positive attitudes to the subject and behave very well in lessons; they take in the teachers' instructions and follow them carefully. There are good links between design and technology and some other subjects. Pupils use their literacy skills well to write detailed and correctly sequenced instructions making use of labelled diagrams. They use mathematical skills to draw and measure plans. Some projects are linked to subjects such as religious education where pupils design and make *Joseph's Coat* using fabrics effectively and sewing using a variety of stitches. This work is extended in making drawstring bags which are functional and attractively decorated. Scientific skills are often combined with technology. Pupils in Year 1 make moving models using linkages and levers and in Years 2 and 3 these skills are developed further into using carefully crafted wooden models. Pupils have a good grasp of technological vocabulary. The school also makes good provision for food technology and pupils carefully follow a variety of recipes. They include secret ingredients and then evaluate each other's products by tasting them. They then use graphs and charts to record their results. There are some good links with ICT; the pupils in Years 4 to 6 design their own rooms using a graphics program and then manipulate the furniture in the room to

make it more spacious. As part of their *Make it Real* project they design business cards and successfully combine graphics and text.

GEOGRAPHY and HISTORY

73. By the end of Years 2 and 6 standards are above average in history and geography and pupils' success is due partly to their ability to write complex and accurate accounts making good use of research. Teachers encourage the pupils to adopt a questioning approach when reviewing evidence from a wide range of sources and this encourages independent study and promotes effective learning. Pupils with special educational needs take a real interest in the subjects and benefit from good support. Boys and girls make good progress and the more able are sufficiently challenged. The good standards and progress reported at the time of the previous inspection have been maintained well. There are helpful schemes of work and teachers use them well to plan interesting work. Assessment is regular and well focused and used to plan the next step in learning.
74. Year 2 pupils have very good communication skills and use them well when researching information from books, the Internet and by asking questions. They have a good knowledge of several historical periods and talk competently about their study of Ancient Egypt. Pupils accurately described hieroglyphics and the Egyptians gods and distinguish correctly between truth and fiction. Most pupils are able to correctly sequence main historical periods and have a good understanding of key historical vocabulary. They appreciate that evidence is found in different forms. Pupils have a good knowledge of their locality and understand the differences between towns, villages and cities. They express preferences for where they would like to live and give good reasons. Pupils have a secure knowledge of how Weston has changed and why and understand the reasons for this.
75. These skills are further extended in Years 3 to 6 and by the time they leave the school the pupils have a good grasp of significant geographical and historical themes, vocabulary and ways of finding evidence. Pupils have a good grasp of the main events, characters and achievements of the Victorians and skilfully described their contribution to society today taking account of bias. They understand that some of the stories from Ancient Greece may not be true but others are supported by a range of evidence. Pupils are good at research and make effective use of ICT to enhance their work at school and in further work at home. Pupils are knowledgeable about local and regional geography and understand how and why settlements develop. They accurately describe the water cycles and the formation of land masses. In broadening their knowledge pupils have written to several embassies for further information and this has been linked well to their work in literacy. Pupils are both articulate and write well using precise technical vocabulary effectively.
76. Teaching and learning are very good and the wide variety of methods used, excite the pupils and contribute to the development of pupils' understanding. Drama is used extensively to reinforce ideas such as the burden that Victorian children felt

when cleaning chimneys or working in mines. Teachers expect much of the pupils in applying their literacy skills for research and also encourage debate of sensitive issues. Although good attention is given to teaching facts the teachers also develop pupils' critical thinking skills and encourage them to be sceptical about some forms of evidence and to draw conclusions based on a wide range of sources. Teachers are skilful in questioning the pupils to assess their understanding of cause and effect and they use the information to plan the next step in learning. Pupils work hard because they find the subjects enjoyable. Lessons are brought to life through visits to the locality and also further afield. There are good opportunities for homework and pupils enthusiastically carry out research at home. Geography and history contribute much to the pupils' spiritual, moral, social and cultural development as they learn to appreciate humankind's achievements and to understand how and why mistakes may have been made in the past and what we might learn from them.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

77. Standards in ICT improved since the previous inspection as pupils now have a much wider grasp of how to use computers effectively in most subjects. By the end of Years 2 and 6 standards are average. Pupils enjoy using ICT and apply themselves well. Boys and girls are equally successful and make good progress. A particular strength is in the use of computers to present neat, well structured and interesting work. Pupils with special educational needs make good progress as they benefit from using programs designed particularly to support their needs for example in reading.
78. Teaching and learning are good. The teachers plan good opportunities for pupils to use computers in a variety of lessons and make good links between subjects. Staff have been trained well in using ICT and their competent subject knowledge means that pupils are given clear guidance on developing skills, knowledge and understanding. Pupils in Year 1 have appropriate skills in controlling a programmable toy. In a lesson supported by a classroom assistant they made accurate estimates of the distance to be travelled and then adjusted their estimates. This contributed much to their understanding of measurement. Teachers and support staff ask good questions of the pupils and probe effectively to check on the pupils' understanding. Throughout the school pupils have opportunities to use the Internet to support their learning. In Years 4 to 6 they find out about the work of famous artists and use the information to plan their own drawings. In Years 2 and 3 pupils show much interest in furthering their knowledge and are familiar with a variety of websites. Year 2 pupils use a program effectively to create their own village importing pictures and text.
79. Pupils are secure in using word processing. They draft and edit their work on screen and are adept in using basic tools such as the spell checker. They change fonts, size and colour to make their work attractive to the reader. Older pupils make good use of databases and spreadsheets. They create graphs to illustrate the outcome of their investigations and experiments in science and clearly understand that ICT is a useful tool to support their work. Pupils also use sensors and data logging and this means that their work in science is of high calibre.

80. Teachers keep good records of the pupils' progress and development of skills. They regularly assess the pupils' performance and use the information to guide pupils on how they might improve. The teaching is inclusive and staff are well aware of the need to provide additional support and time for those pupils who have no home computer. By structuring their planning in this way pupils of all abilities and backgrounds make consistent progress. The staff make good use of the school's scheme of work and this helps to ensure that learning is continuous across the age groups.

MUSIC

81. By the end of Years 2 and 6 standards are above average in music and have improved since the previous inspection. Pupils benefit much from specialist teaching and also the good range of opportunities provided in all classes. Pupils' performance skills and ability to play instruments are good. Boys and girls are keen musicians; they make good progress. Pupils with special educational needs are fully included in musical activities and make good progress being involved in concerts and other performances. The school benefits from the expertise of some staff who are musicians and additional support from visiting musicians. The scheme of work and planning is very effective and pupils are assessed effectively.
82. There are very good opportunities for the pupils to learn a variety of musical instruments and about half of the pupils in Years 3 to 6 play either the keyboard or brass and stringed instruments. They practise hard to improve and several have achieved high standards in national examinations. This aspect of the school's provision contributes much to the pupils' self-esteem and personal, social and emotional development. All pupils from Year 4 onwards are taught to play the recorder and the learning of notation helps them when composing their own musical scores.
83. The teaching is very good and staff have good subject knowledge which they use very well to inspire and enthuse the pupils. Pupils respond very well and are keen to improve their skills. They join in enthusiastically in singing and work hard to control their voices, for example, when singing in parts. Pupils work hard to improve their performance and listen well to advice from their teachers. They practise and refine musical phrases and then sing in tune with expression. In an excellent singing lesson the teachers' high expectations and expertise presented pupils with high levels of challenge. The pupils responded excellently and sang with accuracy and expression hitting the correct notes and sustaining them. Pupils follow a conductor and keep together. They benefit from effective warm-ups and advice about breathing so that they sing with control in parts and harmony. Pupils' behaviour in lessons is very good with sustained concentration and appreciation of others' work.
84. Records show that pupils have good opportunities to take part in performances and to learn a variety of instruments. They are good at listening to and appraising a wide variety of musical styles and traditions. They write emotive poetry and prose about music they have heard and use a good musical vocabulary.

85. The school has a good scheme of work and an enthusiastic subject leader who works well with her colleagues and provides expert guidance. As a result, music throughout the school enhances pupils' learning and contributes very well to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

86. Due to the timetable arrangements little physical education was seen during the inspection. In spite of limited accommodation and resources the school makes good efforts to ensure that pupils have opportunities to take part in the full range of physical education activities. The teaching in the lessons seen was good and pupils made good gains in learning. Pupils with special educational needs are fully integrated in lessons and participate with enthusiasm making similar progress to their peers. However, progress in the subject is hampered by the lack of suitable accommodation and pupils generally lag behind their rate of progress in other subjects. The school compensates for the limited facilities by using a nearby field, the village hall and the local secondary school and has made good efforts to improve the provision since the previous inspection.
87. Pupils achieve very well in swimming and by the end of Year 6 almost all pupils achieve beyond the levels expected. They swim competently using a good variety of strokes and have good stamina in swimming long distances. They also have a good grasp of water safety and the most able know about basic life saving.
88. The pupils are enthusiastic participants in lessons and extra-curricular activities and enjoy representing the school in a variety of sports. Staff give much time to these activities and pupils express their appreciation through regular attendance. Activities include cricket, football, netball and athletics. During school time the staff make good use of national award schemes to promote skills and the pupils are keen to succeed, practising and refining their skills and techniques and competing keenly against their own prior achievements. Behaviour and attitudes during lessons are very good and the pupils co-operate very well so that everyone has a turn and feels valued. The pupils work hard and respond to the challenges set by the teachers concentrating effectively and listening attentively.
89. The teaching is good. Lessons are planned well and include a good balance between introducing new skills and refining others so that the pupils make good gains in basic tactics and teamwork. This was seen to good effect in Years 2 and 3 where pupils successfully combined throwing and catching skills with batting and fielding and in spite of the restricted space participated enthusiastically. Teachers have high expectations and insist on good concentration and hard work. They move the lessons on at a brisk pace so that pupils remain focused. In the very good lesson with Year 1 and the reception children the teacher introduced new challenges linked to a national award scheme and because of his high expectations and very effective demonstrations the pupils made rapid gains in developing tactics involving quick turns. They collaborate well in small team games and also show appreciation for the success of others.

90. The school has a suitable scheme of work and ensures that pupils have opportunities to engage in all aspects of the physical education curriculum. Teachers assess the pupils' performance and encourage competition and teamwork. Pupils have sporting attitudes.