

INSPECTION REPORT

STANMORE PRIMARY SCHOOL

Winchester

LEA area: Hampshire

Unique reference number: 115962

Headteacher: Mr Michael Hughes

Reporting inspector: Mr Andy Bond
17263

Dates of inspection: 20th - 23rd January 2003

Inspection number: 247603

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Stanmore Lane Winchester Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Terry Edwards
Date of previous inspection:	1 st – 5 th December 1997

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17263	Mr Andy Bond	Registered inspector	Physical education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
19664	Mr John Bayliss	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How the school works in partnership with parents
21904	Mrs Diane Gale	Team inspector	Areas of learning for children in the Foundation Stage Music Religious education	
10204	Mr David Vincent	Team inspector	English Art and design Design and technology	Educational inclusion
29424	Mrs Vivienne Stone	Team inspector	Science Geography	The quality and range of the curricular and other opportunities offered to pupils
27290	Mrs Chris Huard	Team inspector	Mathematics Information and communication technology History	English as an additional language Special educational needs

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stanmore Primary School is a larger than average community school providing education for 312 pupils; 156 boys and 156 girls, aged from 4 -11 years. In general, pupils are drawn from a below average social and economic area and begin the reception year, with standards that are well below average, particularly in language and literacy. Twenty-four per cent of pupils are entitled to free school meals, which is slightly above the national average. The proportion of pupils who leave, or join, the school, part the way through the school year, is above average. Twenty-four per cent of pupils are on the register of special educational needs, which is above average. The majority of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special needs is just 0.6 per cent, which is below average. The vast majority of pupils are of white ethnic heritage, but there is a small number of pupils from Asian backgrounds. There are 11 pupils for whom English is an additional language, of these, five are at an early stage of learning to speak English. There have been a number of changes in teaching staff in the last two years.

HOW GOOD THE SCHOOL IS

Stanmore Primary School provides pupils with a good education. Pupils attain standards which are broadly average and they make good progress, overall. The quality of teaching and learning is sound; it is good in Years 5 and 6, and in the reception classes it is very good. The headteacher provides good leadership and the school gives good value for money.

What the school does well

- The generally good progress made by pupils in English, mathematics and science throughout the school.
- The good leadership and management of the school by the headteacher, deputy headteacher, senior staff and governors.
- The good start given to children's education in the reception classes.
- The promotion of positive attitudes to school through the school's personal development programme.
- The care and support given to pupils within the school community.
- The good level of provision for pupils with special educational needs.

What could be improved

- The standards in information and communication technology.¹
- The planning of lessons to provide more precise learning outcomes.
- The development of pupils' skills in many non-core subjects²
- The use of assessment to inform the next step of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Since that time, the school has made satisfactory progress. The issues for action from the last report have been addressed properly. The curriculum now meets statutory requirements, homework is set to a consistent pattern and pupils have a greater awareness of the richness of other cultures. However, information and communication technology is still in need of further development. Standards in national tests have been variable. The results in 2001, for pupils in Year 6, were very high, and then fell significantly in 2002 to well below average. The pupils currently in Year 6 are attaining average standards, which indicates a satisfactory level of improvement over the last five years. The school has maintained most of the good and very good features reported at the last inspection.

¹ This issue has already been identified by the school as a priority for development.

² The non-core subjects are art and design, design and technology, music, geography, history, physical education, information and communication technology and religious education.

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 ³
	2000	2001	2002	2002
English	C	A	D	B
Mathematics	C	A	E	E
Science	C	B	D	C

Key

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

The table above sets out the results in the National Curriculum tests for 2002 taken by pupils at the end of Year 6. It shows that results were below average in English and science and well below average in mathematics. Compared with similar schools, the results in English are above average, average in science, and well below average in mathematics. The standards attained by the pupils currently in Year 6 are judged to be better than those attained by the pupils in Year 6 last year. In English, mathematics and science standards are broadly average. There is a greater number of higher-attaining pupils, and the school has addressed a number of weaknesses in its mathematics provision.

In 2002, standards in National Curriculum tests and tasks for pupils in Year 2 were above average in reading, average in writing, and below average in mathematics. Compared with similar schools, results were well above average in reading, above average in writing and average in mathematics. Teachers' assessment of pupils' attainment in science judged standards to be above average. The pupils currently in Year 2 are judged to be attaining below average standards in reading, writing and mathematics, but average standards in science. This year group contains a higher percentage of pupils with special educational needs than the previous Year 2 group.

Children enter the reception classes with standards that are generally well below average, especially in their language and literacy and mathematical development. However, they make good progress in their first year at school, but, even so, their attainment is below average by the time they start Year 1.

Standards at the end of Year 6 in national tests have varied quite markedly in the last four years, depending on the capabilities of each particular year group. In 2001, results were well above average. In 2002, results fell to well below average. There is a high proportion of pupils who move in and out of school, part way through a school year, and this partially accounts for the fluctuation in test results. Overall, pupils make good progress throughout the school. Generally, they begin at a low starting point when they enter reception classes and complete their primary education with generally average standards. Those pupils with special educational needs are supported well by learning support assistants and specialist teachers, which enables them to make good progress. Pupils for whom English is an additional language receive some specialist support, as do gifted and talented pupils. This ensures that they make similar levels of progress to their classmates. The very small number of pupils from ethnic minority backgrounds also make good progress. Girls generally do better than boys in National Curriculum tests, especially in English, but differences are not significant when compared with the national picture.

Standards in information and communication technology still remain below average, as was found at the time of the last inspection. Although there has been some improvement in the provision of equipment, and an improvement in teachers' subject knowledge, this has yet to make an impact on overall standards. In all other subjects, standards are average at the end of Years 2 and 6, except for music, history and geography, where it was not possible to make a judgement on standards because of limited evidence. However, in art and design standards are judged to be above average by the end of Year 6. The school has set realistic targets for pupils' attainment in English and mathematics for 2003. On the basis of inspection evidence these targets appear to be achievable.

³ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and have very positive attitudes in lessons.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is generally good both in school and at break times.
Personal development and relationships	Very good. Pupils get on very well with each other, especially in group work. They use their initiative well.
Attendance	Satisfactory and in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is sound overall. Just over a half of all lessons (60 per cent) were judged to be good, or better, and over a quarter were very good. There was a small percentage of unsatisfactory teaching and this was as a result of insecurity of teachers' knowledge in information and communication technology, or the provision of inappropriately matched tasks for pupils to complete. The most successful teaching is in the reception classes where it is very good, and in Years 5 and 6 classes, where it is consistently good. The teaching methods used in these classes are well tailored to children's needs and this promotes good learning. Overall, teachers form good relationships with their pupils, and use effective management systems to ensure that pupils listen, concentrate and are fully committed to their work. Learning support assistants make a valuable contribution to lessons, especially by giving pupils with special educational needs good support in their learning. Homework is used effectively to extend pupils' learning and consolidate the work taught in school. The basic skills of literacy and numeracy are taught thoroughly, and the teaching of English and mathematics is sound in Key Stage 1⁴ and good in Key Stage 2⁵. There are however, some weaknesses in the planning of lessons. Some teachers do not clearly identify what they specifically want pupils to learn and do not provide a suitable range of work for pupils of differing abilities. Information and communication technology equipment is not used frequently enough by teachers to enable pupils' to improve their computer skills. Overall, the needs of all pupils are met. Pupils for whom English is an additional language are properly supported. Pupils with special educational needs are well catered for and those pupils who enter school part way through a school year are inducted effectively into school life. The school makes adequate provision for higher attaining pupils in order to extend their learning, particularly in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall. A broad and balanced provision, which meets statutory requirements but the development of pupils' skills could be enhanced in some subjects.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported well by teachers and learning support assistants.
Provision for pupils with English as an additional language	Good. Pupils are properly supported. Some specialist extra help is provided.

⁴ Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.

⁵ Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' personal development is fostered very well by the school and social and moral provision are particularly strong.
How well the school cares for its pupils	Very good. The school provides a very caring environment. Assessment procedures are sound but the information gained could be used more usefully to guide future planning. All pupils are treated equally, including those from different racial and social backgrounds.

The range of activities provided outside school is very good. The school makes commendable efforts to involve and inform the parents of pupils on matters relating to school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and management of the school and is well supported by the deputy headteacher and senior staff. There are some weaknesses in the leadership of some non-core subjects.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory requirements. They are fully involved in the life of the school and have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The school analyses its own performance effectively and uses information well to set new targets for improvement. The school has a good understanding of how to obtain good value from its funding.
The strategic use of resources	Good. Financial resources are used effectively to support school initiatives. Pupils and staff could make more use of computer equipment.

The school is appropriately staffed with teachers although it finds recruiting new staff increasingly difficult. There are a good number of learning support assistants who work well together and with teachers. The accommodation is good with attractive and stimulating grounds. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The quality of teaching. The high expectations of the school. The progress made by children. The approachability of staff. The good organisation and management of the school. The way in which the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> Some parents would like more information about their children's progress. Some parents believe their children do not get the right amount of homework. A small number of parents think there is an insufficient range of activities outside lessons.

The inspection team share the very positive views of parents. A small percentage of parents who replied to the questionnaire felt that the school could provide a better range of activities outside school hours. The inspection team judges extra-curricular activities to be very good and appropriately matched to the different age groups. Some parents did not believe that they were well informed about their children's progress and that the school did not provide the right amount of homework. Inspectors found that the information provided for parents was good and that homework provision was much improved and also judged to be good. Overall, inspectors did not share the negative views of parents in questionnaire responses.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards on entry at the time of the last inspection were below average in terms of the children's attainment and personal and social development. Since then, attainment on entry has changed. Standards on entry are now judged to be well below average. Some children enter the reception classes having attended playgroups, but many have had no pre-school experience. The attainment of children on entry to the school is particularly low in speech and language, and in their personal, social and emotional development. This low attainment is reflected in the results of assessments made as children enter the school.
2. Children make a very good start to their education in the reception classes. Their achievements are good, and this is because of the caring ethos and very good teaching they receive. All children are valued and grow in self-esteem. Children with special educational needs are identified early and catered for so that they make good progress against their prior attainment. Similarly children who are at an early stage of learning to speak English are carefully supported to enable them to learn and participate in all activities.
3. By the time they leave the reception classes, the children attain standards that meet the expectations for their age in their personal, social and emotional development, physical development and creative development. The standards in their creative development have improved since the previous inspection, because of the wide range of opportunities provided for them to develop their skills. However, for most children it will take longer to reach the Early Learning Goals⁶ in most aspects of communication, language and literacy, in mathematics and in their knowledge and understanding of the world. This is because children's attainment on entry to the school is well below average, particularly in their speaking skills. By the start of Year 1, although children's listening skills are good, most attain standards in communication, language and literacy, which are below expectations, despite the teachers' best efforts. This weakness affects children's learning, not only in language and literacy, but also in most other areas of learning, particularly mathematics and their knowledge and understanding of the world.
4. The results of the national tests in 2002 showed that pupils attained standards, at the end of Year 2, that were above average in reading, average in writing, and below average in mathematics. Teachers' assessment of pupils' attainment in science showed that standards were above average. Compared with similar schools, standards were well above average in reading, above average in writing and average in mathematics. Evidence from the inspection shows that pupils currently in Year 2 are not attaining such high standards. There are fewer higher-attaining pupils in this year group and there is a greater percentage of pupils with special educational needs. Standards are judged to be below average in reading, writing and mathematics but average in science.
5. Standards vary from year to year at the end of Key Stage 1, depending on the capabilities of the different groups of pupils. The school has maintained a good position in reading and writing. Standards rarely fall below average and, when compared with similar schools, the standards are usually above average. In mathematics, standards are not as high and the school is focusing more strongly on this subject in order to seek ways of improving pupils' performance by analysing test results and implementing new strategies. Nevertheless, when compared to similar schools, standards are usually average. In science, over the last two years, the vast majority of pupils have reached average standards and this picture is being maintained.
6. The results of the national tests, in 2002, showed that pupils at the end of Year 6 were attaining standards in English and science that were below average, and well below average in mathematics. Compared with similar schools, standards were above average in English, average in science, but well below average in mathematics. This was a disappointing set of results for the

⁶ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

school after the very successful performance of 2001, when results were well above average in English and mathematics, and above average in science. The 2002 group of pupils in Year 6 were not predicted to attain as well as the previous year, but results were lower than expected. The present group of pupils in Year 6 contain a greater proportion of higher-attaining pupils and fewer pupils with special educational needs. Inspectors judge that standards are broadly average in English, mathematics and science. This represents an improvement when compared with the previous year.

7. In Key Stage 1, pupils make sound progress generally. They begin in Year 1 with below average standards, especially in language and literacy and in mathematical development. However, most pupils lack the broad vocabulary needed to express themselves well in written and oral form. Standards in spelling are below average and pupils still need to master the basic skills in reading. In mathematics, many pupils find problem solving difficult. Their recall of basic number bonds is slow and their application to mathematical questions is a weaker area in their understanding. In science, pupils enjoy practical activities and this enables them to learn well. Teachers work hard, providing pupils with the basic skills in literacy and numeracy, and building up positive attitudes to work. This creates a solid foundation for the further development of pupils' learning. The quality of teaching and learning is sound overall; this ensures that sound progress is maintained.
8. In Key Stage 2, pupils make similar sound progress in Years 3 and 4. The focus on literacy and numeracy continues to be strong. However, in Years 5 and 6 the rate of pupil's progress is more rapid and the work of earlier teachers comes to fruition. In English, pupils' writing is better structured grammatically, and is more logical. Pupils express themselves with greater accuracy. Many higher-attaining pupils develop advanced skills, especially in reading. They use techniques, such as scanning for information, and using inference and deduction in their reading to extract key facts. In mathematics, pupils have acquired many of the skills required to solve problems. The work they receive is better matched to their capabilities. In science, pupils develop their skills of enquiry systematically, through first-hand experiences. They make predictions and draw conclusions, based on their scientific knowledge. In general, pupils are more confident and better equipped to tackle more challenging tasks. The teaching in these later years is also more stimulating, especially in mathematics and English, and this allows pupils to make good progress and to reach higher standards by the end of Year 6.
9. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is very good, and support staff work effectively with the pupils in lessons and also when pupils are withdrawn for small group or individual work. The support is so effective, because the staff are very well aware of pupils' targets and the means by which these might be achieved. Appropriate arrangements have been made for the few pupils for whom English as an additional language to receive additional support from a specialist teacher from the local authority. As result, these pupils are achieving well and are able to join in all class activities. Higher-attaining pupils make similar progress to their classmates. In English and mathematics lessons, more challenging work is provided by teachers in order to ensure that pupils reach their full potential. Additional 'booster' work and specific mathematics tuition is also provided for pupils identified as more able.
10. There are some barriers to learning that have a negative impact on the rate of pupils' progress. The school has a well above average number of pupils who enter and leave school part way through the school year. This means that new pupils take time to settle and become familiar with school routines. It also takes teachers time to understand the capabilities of new pupils and provide matched work of an appropriate challenge. The number of teachers leaving or joining the school is quite high, which effects school continuity. The greatest disruption has taken place in Years 2, 3 and 4. During the inspection period, two permanent members of the teaching staff were absent, due to illness, and supply teachers were capably filling these vacancies. The school reports it finds it difficult to recruit teachers, because the cost of housing is high and young teachers cannot afford accommodation in the locality.
11. The school is striving for improvements and senior staff are analysing the performance of pupils in the core subjects effectively. Achievable, yet challenging targets have been set for pupils in national tests for the end of the school year in English and mathematics. The school has identified accurately the correct priorities to improve standards further. In mathematics the subject co-

ordinator is developing new strategies to overcome the identified weaknesses in pupils' knowledge, understanding and skills through detailed analysis of pupils' performance. Writing is a continuing focus for improvement, as is information and communication technology, as standards in this subject are below average. Teaching staff have only just completed training in information and communication technology, and up-dated equipment has only been installed comparatively recently. Lack of expertise and confidence amongst staff is still hampering the progress of pupils and few teachers use the computers in their classrooms as an integral part of their learning programme. Without the regular reinforcement of computer skills, pupils fail to make the rapid gains needed to reach national average standards. There have been improvements since the last inspection, but the school is starting from a low base level. There is a lack of strong, expert leadership and regular, well-informed teaching, which is slowing the progress in improving pupils' levels of attainment.

12. In all other subjects, standards are average, with the exception of geography, history and music, where no judgement can be made because of a lack of evidence. However, in art and design pupils attain standards that are above average, because the leadership in the past has been good. Enthusiasm for the subject, shown by both pupils and teachers, and the opportunities it brings for creative expression has helped to raise standards. Teachers in Years 5 and 6 also demonstrate good subject knowledge in art and design, which has a positive impact on the standards reached by pupils at the end of the key stage.
13. Progress is generally satisfactory in the non-core subjects and these subjects are taught soundly throughout the school. However, the programmes of work in these subjects do not clearly identify the skills that pupils are expected to gain systematically, as they move through the school. The introduction of such programmes would enhance pupils' progress.
14. Although teachers plan their lessons thoroughly some learning objectives⁷ are vague and too general. The focus on what pupils are expected to learn is not sharp enough and tasks are not always suitably matched to the range of abilities in the class. This has a negative effect on the rate of pupils' learning and long-term progress.
15. The school has made satisfactory progress in raising standards since the last inspection. In Key Stage 1, reading has improved faster than the national average, writing has improved in line with that seen nationally, but in mathematics improvement has been more variable. In Key Stage 2 there was a good level of progress in English, until 2002, when standards slipped back. Similarly, in mathematics and science, standards climbed until 2001, and then dipped quite markedly in 2002. Inspection evidence suggests results in 2003 should rectify this decline and bring standards back in line with the national average. Girls generally do better than boys in English tests, but in mathematics boys do slightly better than girls at the end of Key Stage 2; these differences are not significant.
16. Areas for development:
 - improve standards in information and communication technology;
 - focus more sharply on learning objectives and matched work in teachers' planning;
 - identify the skills required by pupils in non-core programmes of work.

Pupils' attitudes, values and personal development

17. Pupils' attitudes, values and personal development are very good overall. There is a positive ethos in the school that creates an environment in which effective learning can take place. This is an improved position since the previous inspection, when attitudes were variable throughout the school, good at Key Stage 2 but only satisfactory at Key Stage 1. Behaviour is now consistently good throughout the school. Attendance levels have improved marginally.
18. Children in the reception classes are helped to settle quickly into school routines, and they build up good relationships with adults and with each other. They behave very well and co-operate with each other, sharing resources and taking turns with little dissension. They are motivated by the activities that are offered to them and as a result are keen and eager to learn. They are attentive

⁷ The learning objectives are what the pupils are expected to have learned by the end of the lesson

and beginning to follow instructions well. All groups of children develop good self-esteem and demonstrate an ability to persevere with their tasks.

19. Throughout the school the pupils have very good attitudes to learning and are well motivated. In Years 5 and 6, pupils speak of how much they enjoy lessons, struggling to find anything they do not like. In lessons they listen politely and attentively to the teacher, and to each other, and are keen to answer questions, putting up their hands to do so. They are courteous and helpful to each other, to staff and to visitors. Most are keen to participate in question and answer sessions and do so in a sensible and mature way. Some are a little reticent about getting involved, but sensitive teaching ensures that all have the opportunity to participate. The pupils readily take turns and happily apply themselves to whatever task is presented to them. They are keen to collect rewards for good work and effort and are proud to receive them at the weekly award assemblies.
20. There is a very orderly and constructive atmosphere within the school. The very large majority of pupils respond well to the high standards of behaviour expected and the action taken by the school to ensure good behaviour is successful. Overall, behaviour is good, with many instances, particularly when the pupils are moving around school or at break times, when it is very good. When inappropriate behaviour occurs, teachers have secure, sensitive, strategies for establishing order. Pupils not involved ignore inappropriate behaviour and quietly get on with their work. As a result, there is very little disruption to the flow of lessons. The school is very sensitive to the needs of a very small number of pupils who have behaviour problems. It goes out of its way to avoid having to exclude them, although when necessary, there is recognition that serious misbehaviour is not acceptable and, as a consequence, two pupils were excluded for a fixed period last term.
21. Breaktimes are pleasant, social occasions. The pupils behave very well, even when they have to stay indoors, because of inclement weather, and they play well together at all times. There are harmonious relationships within the school community. The pupils are courteous and friendly with each other and adults. They readily hold doors open for teachers, and visitors, and are always prepared to offer to help. They are well mannered, using 'please' and 'thank you' as a normal part of their daily language. During the inspection no incidence of bullying or of harassment of any kind was seen. The very large majority of pupils have a clear understanding of the impact of their actions on others and they respect the school rules.
22. Pupils' personal development is good overall. They are presented with a number of opportunities for taking responsibility and displaying initiative, which increase as they move through their school life. The school council has operated for several years, with elected members taking their responsibilities seriously. Their views are treated with respect by staff, and have a positive impact on pupils' own development as well as that of the school. Relationships between pupils, and between pupils and teachers, are very good. Pupils co-operate well with each other in lessons, for example, in a very good Year 3 English lesson, pupils undertook the roles of the characters in the story of *'Cinderella'* with confidence, working together with much enjoyment. They share materials and help each other well when working in pairs or larger groupings.
23. Pupils with special educational needs have benefited from the school's effective policy to include them in all aspects of school life. Generally they make good effort to achieve the targets that are included in individual behaviour plans. Pupils with special educational needs are well motivated and have good attitudes towards learning and behaviour, and to value the efforts of others. Those who have particular problems with anger management attend useful sessions with the support teacher in a positive effort to resolve their difficulties. Those pupils for whom English as an additional language have positive attitudes to their work. They are keen to learn and join in with all activities. The small number of pupils from ethnic minority backgrounds are fully integrated into lessons. They form good relationships with other pupils in the class.
24. Attendance levels are satisfactory, being broadly in line with the national average, rather than 'generally good' as they were judged to be when the school was inspected in 1997. However, the level of attendance has increased, marginally, since the school was inspected previously; it is the criteria that have changed. Unauthorised absence is somewhat higher than that seen in most schools, nationally, but there is no truancy; rather a very small number of parents with a relaxed

attitude to the importance of getting their children to school or informing the school about reasons for absence. There is some lateness, but when it occurs it is of a minor nature and not disruptive to lessons.

25. There are no significant areas for development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

26. The quality of teaching and learning throughout the school is judged to be sound, with 93 per cent of lessons seen being satisfactory or better. In the Foundation Stage⁸ it is very good and in Key Stages 1 and 2, from Years 1 to 4, it is sound. In the Years 5 and 6 classes, the quality of teaching and learning is consistently good, and this has a positive impact on raising standards at the end of Key Stage 2. Just over a half of all lessons seen (60 per cent) were good or better, and just over a quarter were very good; the vast majority of these lessons being in the Foundation Stage and Years 5 and 6. In a small percentage of lessons, seven per cent, the teaching and learning was judged to be unsatisfactory. In these lessons, there was a mismatch of work to the pupils' levels of ability and, as a consequence, pupils did not understand what they were expected to do and insufficient learning took place. In one other lesson, a teacher's subject knowledge of information and communication technology was limited, and pupils did not make the progress of which they were capable. Teaching and learning are generally good in art and design, religious education, mathematics and English in Key Stage 2. In science, teaching and learning are good in both key stages. In all other subjects teaching and learning are satisfactory, but there was insufficient evidence in history, geography, music and information and communication technology to make overall judgements.
27. The quality of teaching and learning is fairly similar to that reported at the time of the last inspection; although the teaching was judged to be very good, overall, the statistical information was similar. The proportion of very good teaching has increased by six per cent, the good or better teaching has declined by six per cent, and unsatisfactory teaching has increased by four per cent. In general, the expectations for the quality of teaching and learning are higher than those of five years ago. The school has maintained its position in this aspect of its work.
28. Teaching in the Foundation Stage is very good overall. It is never less than good. This reflects the findings of the previous report. Teachers provide children with high quality learning experiences and employ effective strategies to develop their understanding. Teachers' planning ensures balance in each of the six areas of learning with effective and interesting cross-curricular links. They plan an appropriate range of learning opportunities, and lessons are carefully organised and structured, although this is not always reflected well in their written daily planning. Teachers make effective use of on-going assessment and this enables them to take account of children's abilities when planning their lessons so that work matches children's needs and this contributes towards their progress. Activities are well considered, appropriate and ensure the consolidation and development of skills. They allow for the active participation of children so that learning is exciting and relevant to their experiences. Lessons include a good variety of tasks. Some tasks develop children's independence, and others need adult support. Teachers make effective use of support staff, who provide unobtrusive and useful help. The children benefit from the caring teamwork shown by the staff in the Foundation Stage. All children are fully included and expected to succeed. Children with special educational needs, and those in the early stages of learning to speak English, are very well supported by the good teamwork. Although there are too few opportunities for the participation of adults to extend the language and speaking skills of all children more fully, overall, parents are right to be pleased with the high quality of teaching in the Foundation Stage.
29. Teachers working in Key Stages 1 and 2 form good relationships with pupils and manage their classes well. They use praise to boost pupils' self esteem and give encouragement to become involved in question and answer sessions. During lesson introductions, they ensure that pupils concentrate and listen to their expositions. Skilful teachers also moderate the tone of their voice to gain pupils' attention, speaking quietly so that pupils need to listen more carefully.

⁸ The Foundation Stage caters for children from the age of three to the end of the reception year.

30. Teachers use learning resources well and there are some good examples in mathematics lessons of materials being used effectively. In a lesson seen in Years 1 and 2, for instance, the teacher used slabs of chocolate to demonstrate arrays, in order to show pupils how equal addition can lead to multiplication. In Years 5 and 6, pupils use individual whiteboards to calculate the number of degrees of a missing angle on a straight line, using their addition and subtraction skills to find a total of 180 degrees. Learning support assistants make a valuable contribution to lessons, especially in supporting lower-attaining pupils. They have a sensitive but positive approach in order to stimulate pupils to learn. In small groups. They keep pupils working, by prompting them with questions and clarify their understanding by repeating the key facts required to complete tasks. This was demonstrated well in an English lesson in Years 3 and 4, when pupils had to seek out information from the text.
31. In general, pupils show good levels of interest and concentration, especially when teachers use stimulating materials, as was seen in a very good religious education lesson in Years 5 and 6. The teacher created an air of tranquillity and peace by lighting a candle and playing soft music. This set the tone for the whole lesson, and pupils felt comfortable to discuss their feelings in this secure atmosphere, whilst others listened intently.
32. Most teachers have secure subject knowledge and use appropriate vocabulary to extend pupils' knowledge and understanding in a range of subjects. However, not all teachers appear to be confident in the use of information and communication technology in their lessons. There are few examples of pupils using computer equipment in the classroom to support their work. There are some examples of word-processed written work in English displays, but, in general, this is a weaker area.
33. Arrangements for the setting and marking of homework are good. At the time of the last inspection this was identified as a weakness, but the school has addressed this issue well. The pupils know clearly when homework is set and what form it will take. Literacy and numeracy work is enhanced by the setting of regular homework which consolidates earlier learning. Older pupils in Year 6 are also expected to complete additional tasks at home in order to be prepared for national tests. All pupils have the opportunity to read at home, and teachers check their progress by referring to reading records.
34. Although there are many strengths in teaching and learning there are also some weaknesses centred around lesson planning. Many teachers, but not all, do not have a clear picture of what precisely they want pupils to have learnt by the end of the lesson. The learning objective, which is the key focus, is often too vague and does not pinpoint a clear outcome in terms of what skills, knowledge and understanding will be acquired by pupils. Some teachers are careful to match the tasks so that it presents the right amount of challenge to each level of ability within the class. On other occasions, particularly in the non-core subject lessons, the tasks are not broken down sufficiently and all pupils are expected to complete the same level of work, even although there is a wide range of ability within the class. This can result in the higher-attaining pupils not being challenged sufficiently or lower-attaining pupils struggling to cope with difficult work and ultimately losing interest.
35. Teachers mark pupils' work regularly and make positive comments. Some teachers give pointers indicating how pupils might improve further. In lessons, teachers monitor pupils' performance, as they move around the room, picking out weaknesses in pupils' understanding. They clarify pupils' thinking, by giving further explanations. Most teachers evaluate their lessons at the end of the week to assess how successful pupils' learning has been. However, teachers are not analytical enough. Too often, the focus of their comments is not tightly linked to the learning objectives so that the next step in planning is not based sufficiently on pupils' previous learning.
36. Pupils with special educational needs are taught well. Well-qualified and experienced support staff provide good support which meets the particular needs of individuals or small groups. Work is well planned, based on careful assessment of achievement and matched well to pupils' individual education plans, and the demands of the curriculum. Targets are clearly identified within the plans and also the means by which they may be attained. Class teachers make clear reference to

pupils' targets when planning their class work. This enables the pupils to learn very effectively and make good gains in their learning.

37. Although there are only a few pupils with English as an additional language, the school is providing well-structured support for them, where appropriate, in class, and with the aid of a specialist support teacher. Pupils are taught individually, and the focus, which is successful, is on developing their vocabulary and skills to enable them to participate fully in class activities.
38. Areas for development:
- the setting of sharp lesson objectives;
 - the matching of pupils' work for different levels of ability within the class;
 - the evaluation of lessons to build on pupils' previous learning.

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

39. The quality of the curriculum offered to pupils in Key Stages 1 and 2 is satisfactory. This is an improvement since the last inspection, when the requirements for history in Years 1 and 2, and for information and communication technology, through the school, were judged to be unsatisfactory. The curriculum now meets the requirements of the National Curriculum and it is broad and balanced overall. The provision for religious education also meets the requirements of the Locally Agreed Syllabus and there is an appropriate daily act of collective worship. The National Literacy and Numeracy Strategies have been successfully introduced, and have contributed to raising the standards in reading, writing and mathematics. Strategies for teaching literacy, across a range of other subjects, are proving to be particularly effective. There continues to be a well-developed policy for personal, social and health, which includes provision for sex and personal relationships education and drugs awareness education. This makes a good contribution to the social development of the pupils in the school.
40. The curriculum for the Foundation Stage is good. It is broad and balanced and carefully based on the recommended six areas of learning. Although there is no overall policy to present the aims and rationale for the development of children across the Foundation Stage, curriculum planning ensures a rich variety of experiences that promote very good learning. There are effective and worthwhile links across all areas of learning, and the curriculum ensures a smooth transition and good preparation for children in the Foundation Stage to the requirements of the National Curriculum.
41. The school places justifiable emphasis upon literacy and numeracy in order to equip pupils with the essential basic skills. Apart from information and communication technology, other subjects have a secure place in the curriculum, although the acquisition of skills is not, at times, sufficiently systematic. Through the use of graded tasks, and by supporting specific individuals and groups, the school works hard to make the curriculum meaningful to every pupil.
42. At the time of the last inspection, the curriculum was reported as still being in the process of development. Since then, the school has recognised the need to make the curriculum more relevant for its pupils, so that their interest and motivation is sustained, and has worked hard to find links between subjects. The curriculum is now organised through a two-year programme of work that ensures that the whole curriculum is taught to all pupils to take account of classes that cater for more than one age group. The core subjects of English, mathematics, and science, and religious education, information and communication technology and physical education are taught regularly, but other subjects are taught less frequently through themed units of work. Each of these has a particular subject focus and links with other subjects are identified. This allows aspects of the subject to be taught in greater depth, such as when pupils in Years 3 and 4 study the Vikings in history. However, when the gaps between the teaching of a subject are too long, there are insufficient opportunities for reinforcing and developing the skills of the subjects which are not clearly identified in all schemes of work. This reduces the progress that pupils make in acquiring these skills.

43. The school has identified the need to use the time available more flexibly. The time allocated to the daily act of collective worship, and the lengths of some literacy and numeracy lessons, reduce the opportunity to use the mornings more productively.
44. The school has recognised the importance of pupils' personal, social and health education and aims for the pupils to value themselves and others. A co-ordinator has been appointed for this area of learning and has developed a comprehensive scheme of work that can be taught either as a discrete subject or as part of the normal curriculum. It deals with a whole range of issues, such as anti-bullying, growing and changing, and the importance of caring both for themselves and for others. Regular opportunities are provided for pupils to discuss these issues, which make a positive contribution to the development of their attitudes and relationships.
45. Provision is good overall for pupils who have special educational needs. They are supported well in the classroom by teachers and learning support assistants, and receive more specific tuition individually or in small groups as required. Pupil's individual education plans are drawn up by the class teacher and monitored by the special needs co-ordinator, with targets that are well focused, clear, and achievable in the short term. The means by which targets may be achieved are also identified.
46. The school has made sound provision for the small number of pupils for whom English is an additional language. Two pupils are currently receiving support through the local authority and the school is funding additional teaching from a visiting teacher on one morning per week. The teacher is also available to give support to colleagues in meeting the needs of pupils with English as an additional language. The teacher works with the pupils in the classroom or individually, as appropriate.
47. The school provides a very good range of extra-curricular activities, which focus on pupils in Key Stage 2, and there is a positive contribution to learning made by the school's links with the community and partner institutions. The strengths found at the time of the previous inspection have been maintained. Although a small number of parents would like more activities to be provided out of school, it is quite usual, and appropriate, for there to be more opportunities for pupils in Key Stage 2 than elsewhere. As pupils get older, they are presented with a wide range of activities that are much enjoyed. There is something for everyone, including a variety of sporting activities, residential visits, a 'Trailblazer' club that provides opportunities 'to learn in the outdoors', and music tuition.
48. Links with the local, and wider, community including the Church, the police and the fire service, and local secondary schools, are good. Indoor athletics training and the shared musical and other activities, involving staff and pupils from the local secondary schools, are very good examples of joint activities, resulting in mutual benefit. These activities enrich the curriculum, by extending pupils' knowledge and appreciation of the world outside school.
49. Area for development:
 - improve the systematic progression of pupils' skills in the non-core subjects.

Provision for pupils' personal development

50. The provision for pupils' personal development is very good overall, which is an improvement since the previous inspection. The school is a very caring community, and every effort is made to ensure that there are good relationships where pupils can grow in self-esteem and confidence. The ethos of the school is captured in the aims of the school and the emphasis it places on 'Care, Courtesy and Consideration'. Regular awards for pupils in Key Stage 2, who demonstrate this, are prominently displayed. Many of the school policies have aims and principles to support pupils' spiritual, moral, social and cultural development, and, together, they form a strong foundation for the school to develop a set of values. The strong emphasis on the programme for pupils' personal, social and health education, together with the contribution of collective acts of worship and the Code of Conduct ensures that there is a continuous focus on this area of pupils' development.

51. The school's provision for spiritual development is good. The school has taken positive steps to raise awareness of this across the curriculum, so that the majority of staff actively foster opportunities for worthwhile reflection and discussion. Pupils learn to appreciate the spiritual nature of subjects, such as art and design, music and literature. Religious education makes a positive contribution to pupils' understanding of the beliefs and values of others, although the good opportunities for the deeper consideration of issues within the subject are variable. A good example was seen in the reflective writing of pupils in Years 5 and 6, after visiting a local church, where they wrote thoughtfully of their innermost feelings. Pupils understand how important it is to know about the beliefs of others and in discussion, demonstrate their respect for other cultures and religions adamantly stating that 'no-one should be treated differently'. Other good, regular opportunities for pupils' spiritual development occur in the sessions known as 'circle time'⁹, when pupils talk about their feelings. Assemblies and acts of collective worship take place daily, meet statutory requirements, and are planned carefully. They are usually of good quality, ensure the involvement of pupils, and provide them with suitable opportunities for celebration, prayer and reflection. They reinforce the importance of gaining an insight into the beliefs of others and an awareness of cultures other than their own.
52. The school's provision for pupils' moral development is very good. This is an improvement since the previous inspection, when it was judged to be good. Pupils are taught moral values, from an early age, and this continues throughout the school. The very good provision is reflected in pupils' knowledge of what is right and wrong and the respect they show for visitors, adults and each other. They know what is expected of them and respond accordingly. Moral issues are carefully promoted through personal and social education, specific lessons, religious education and assemblies. Pupils are encouraged to take part in debates and discussion. They are guided in the principles of this by being encouraged to form opinions on important issues. This good input now enables older pupils to debate, for example, on important issues regarding mobile phones. Pupils' moral development is also implicit in the daily life of the school. Teachers and support staff are encouraging in their interaction with pupils, and moral and behavioural expectations are unobtrusively reinforced. Routines foster a calm and receptive atmosphere. The school's strong moral code helps pupils to grow visibly in self-confidence, and the school's systems for rewards and sanctions are well understood by pupils, who consider that staff are approachable and treat them with fairness. The awards assemblies ensure that the achievements of all groups of pupils are recognised and celebrated.
53. Provision for pupils' social development is interlinked with that for their moral development and is very good, which is an improvement since the previous inspection. The school has identified aspects of pupils' social development as an area of development, particularly in the area of independence and personal responsibility. This has led to a very good emphasis on team building, with in-service training raising staff awareness of this issue, and thus reflecting it in areas of the curriculum. The Trailblazer Club for pupils in Years 2 and 6 reinforces these principles. From an early age, pupils are given responsibilities in the daily routines of the school. Older pupils have many roles, such as helping with the younger pupils and with the dinner systems. The school council plays an important role in seeking improvements for the school. Pupils are proud to be elected and proud of successful initiatives, such as persuading the school to provide clocks for each classroom. The members of the 'Trailblazer' club also seek to make improvements in the environment, but ensure that they collaborate with the school council on their ideas. This all reinforces social responsibilities, the consideration of others, and notions of working together for the benefit of all. The school is active in supporting charities, which helps pupils become more aware of the needs in the community and the wider world. Pupils decide which charities should be supported, through the school council, and others take the initiative for organising, for example, support for Blue Peter. Pupils' social development is further enhanced by a range of visits, including residential visits and participation in local events and competitions.
54. At the time of the previous inspection, provision for pupils' cultural development was judged to be satisfactory. A weakness was the provision for pupils to acquire an understanding of non-European cultures. This was a key issue. The school has successfully addressed this issue, through a range of initiatives, with a thoughtful policy to support teaching and learning in this area.

⁹ 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

Pupils' cultural development is now judged to be good. The school is aware of the need to prepare pupils for life in a multi-cultural society, and has endeavoured to provide opportunities to develop pupils' awareness of different world cultures. Many visitors to the school have contributed to this, including a musician from the Cameroon, Nigerian teachers, and links with the Beti project. Through these visits pupils have become aware of different lifestyles, traditions and customs. Photographs showing the pupils working with such visitors demonstrate that these events also contribute much to pupils' spiritual development. The school has established strong links with a school in Pakistan, and the exchange of letters and information is a positive contribution to pupils' cultural development. They also learn about other cultures through the curriculum, with pupils in Year 2 learning about life in Jamaica, for example. Carefully labelled displays around the school help and explain and develop pupils' cultural awareness. Assemblies provide opportunities to make pupils aware of the celebrations of others, such as the recognition of the Chinese New Year, and also provide opportunities for the recognition of Christian occasions, such as the Harvest Festival. Pupils' knowledge of their own and western culture is developed through aspects of the curriculum, such as art, music and literacy. A range of visits to places of local interest, such as the 'Mary Rose', and Winchester Cathedral, to support learning contributes positively to their knowledge.

55. There are no significant areas for development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56. The school's provision for the welfare, health and safety of its pupils is very good. It enhances the quality of education that is provided by the school, having a positive impact on pupils' attainment and progress. The strengths found at the time of the previous inspection have been built upon successfully and developed further. Governors meet their responsibilities appropriately. Pupils spoken to, during the inspection, unanimously talk of how much they like school, and feel safe and happy. They are very appreciative of the way in which all adults in the school support and help them, and confidently turn to adults when they need help or advice, knowing that their needs will be met.
57. The school successfully meets its aim to provide an environment that is caring and happy. There is a strong focus on the provision of a setting in which the pupils can be happy and get on with their learning. All members of the school community work together to provide a very caring environment in which the pupils, whatever their ability, age, sex or personal circumstances, feel well cared for and secure.
58. The quality of the school's provision for pupils with special educational needs is good. There is good contact with outside agencies, which ensures appropriate provision is made. The school monitors closely the progress of all pupils identified as having special educational needs, together with others who may be in need of help, particularly those with behavioural difficulties. The additional strategies for these pupils are generally successful and implemented so that teaching and learning for all pupils can take place without interruption. The school does its utmost to ensure that pupils with disabilities have full access to the curriculum and it takes appropriate steps to enable all pupils to make progress in their learning.
59. Led by the very caring headteacher, and ably supported by the deputy, all teaching and support staff, have very good knowledge of the pupils as individuals, respond sensitively and positively to the needs of the pupils in their care. Administration staff and mid-day supervisory staff also relate very well to the pupils. They provide good support during lunchtimes that has a positive effect on behaviour and safety. Classroom assistants understand their responsibilities very well. They are very caring and helpful. The supervision arrangements, before and after school, are good.
60. The school's procedures for dealing with accidents are secure, with good liaison with parents when required. First-aid and fire safety arrangements are good. Internally, the school provides a safe and supportive environment in classrooms, but some untidy storage in corridor areas needs attention. In addition, there is a considerable amount of low-level glass in classrooms, adjacent to corridor areas, which is not reinforced or shatter proof. This is unsatisfactory. Access arrangements to the dining hall and toilet block are less than ideal in inclement weather and the

surface of the dining hall floor needs attention. The school takes reasonable steps to ensure pupils are protected from offensive materials on the Internet.

61. The school's procedures for child protection are very good. They meet statutory requirements. All members of staff have received relevant training. The designated person is very experienced. Class teachers and support staff are attentive and conscientious in their approach to the proper support of the pupils in their charge.
62. The school has good procedures for monitoring and improving attendance. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous, and there are good procedures for contacting parents in the case of a pupil's unexpected absence.
63. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. They are school specific and comprehensive. At their heart is recognition of the importance of being sensitive to the needs of the pupils as individuals. High standards of discipline and behaviour are set, but in a supportive environment that offers mutual help, co-operation and respect for other people, their opinions and property. Rewards and sanctions are well understood and accepted by the pupils. The procedures, including the introduction of an anger management strategy for supporting four pupils with specific behavioural needs, are effective and allow all pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour and bullying. The school's policy on racial equality is implemented effectively and is successful in preventing racist behaviour.
64. The personal development of the pupils is well supported with a range of opportunities provided, including the school council, 'Trailblazer' club, team-building activities in physical education and drama lessons, and 'circle time', when pupils have the opportunity to discuss a variety of personal and social matters. There is an emphasis on the development of pupils' self-esteem and self-confidence. Monitoring arrangements are good overall. There are few formal arrangements, no record of achievement, for example, but the informal ones for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are very good.
65. Area for development:
 - address minor safety issues, such as low level glass in the corridors, and the floor surface in the dining room.

Assessment

66. Procedures for assessing the attainment and progress of pupils are satisfactory overall. Statutory requirements for assessment at the end of Years 2 and Year 6 are met. The school has a sound system for tracking pupils' progress and predicting their performance at the end of each school year. A range of tests is used each year to check on the progress being made by each pupil in English and mathematics, and the school has developed a suitable system of recording pupils' progress in these subjects. Pupils' progress in developing scientific enquiry is also recorded. However, useful and informative systems have yet to be implemented in other subjects. Although formal procedures are under consideration, there are no consistent means of assessing pupils' knowledge and understanding in these subjects, so that strengths and weaknesses in pupils' learning are identified.
67. The procedures for assessing children's progress in the Foundation Stage are good. The results of assessment are used well to plan further work, identify needs, and set targets. The children are assessed routinely, through daily observations, and teachers and learning support assistants keep informal records, which are shared, so that the children's progress can be monitored. In addition children are assessed more formally through the year, and clear records are kept. This ensures that teachers can plan work that is appropriate to the children's needs.
68. The use the school makes from its assessment procedures is insufficiently developed. Although the results of formal testing and teachers' assessments, at the end of each year, are used to predict what individual pupils will be able to achieve, the information gained is not used in

teachers' planning to ensure that pupils make good progress towards this. This reduces the school's progress in raising standards. The information is not always used to identify those pupils requiring additional support, and teachers do not consistently plan work based on this information which ensures that all pupils are achieving as well as they should. Individual pupil targets are being set for writing, but this is at an early stage of development and practice is inconsistent through the school. Teachers seldom refer to targets when marking pupils' work. Some marking provides guidance on how pupils can improve, but pupils are not given time to respond to these suggestions and to improve a piece of work. This reduces the impact of marking on the progress pupils make. In subjects other than English and mathematics, assessment is not used to ensure that work planned for pupils builds on their previous learning and will effectively develop their knowledge, skills and understanding. Some teachers lack confidence in assessment skills and, as yet, the school has not developed portfolios of pupils' work to guide and help them.

69. Area for development:

- use the information from the assessment of pupils' work, more productively, to influence teachers' planning and set targets for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

70. At the time of the inspection in 1997, it was judged that the liaison between parents and school was 'generally good'. The picture is stronger now, and, although some areas for improvement remain, it is securely good overall. This is supported by the response to the parents' questionnaire that is much more positive than it was at the time of the previous inspection. The school reaches out to its parents, seeking their support for what it is doing, and their help in achieving its objectives. The issue of the inconsistent setting of homework, which was identified at the time of the previous inspection, has been properly addressed, with a policy produced that gives clear guidance of amount and type for each year group.
71. Parents consider the school to be good. They think, rightly, that it is a caring school that provides well for their children and helps them to become more responsible. They are comfortable approaching the school, when they have worries or concerns, and are very happy with the quality of teaching and think that their children make good progress as a result of the school's high expectations of them. The school is thought to be well led and managed. Inspection evidence generally supports these positive features. A small number of parents express concern about the amount of homework provided by the school, some think there is too much, some too little, some would like more activities to be provided outside lessons, and a few feel remote from the school. Inspectors find little to support these concerns.
72. The school's links with parents, which begin when parents are fully involved when their children start school, are very secure. Home-school links are supported by a home-school agreement that provides for commitment by the school and parents to the improvement of standards. A small percentage of parents would like more information on their child's progress. In general, the school makes commendable efforts to involve and inform parents from every family.
73. Parental support both in school and at home, except for a small minority, is good. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work. Many help on a regular basis with reading, art, sewing, and mathematics, whilst others help with trips and visits, as well as supporting the activities of the 'Friends of the School', who work hard to support the work of the school. The support of these parents is much appreciated by the school.
74. There are well-established procedures for the induction of children entering the reception classes, which are appreciated and liked by parents. The systems include home visits and opportunities for the children and parents to familiarise themselves with the school before starting. This all makes a positive contribution to helping the children settle in the school. For those pupils who start part way through the academic year, the school makes considerable effort to acclimatise these new pupils and encourages classmates to help them during the settling in period.
75. Parents of children with special educational needs are fully consulted regarding the provision for their children. They have opportunities to discuss their progress with work and behaviour, and are invited to school on a regular basis to meet with staff. The majority of parents are very supportive

and play an active part in regular reviews. They are fully informed and consulted about their child's targets.

76. The quality of information provided by the school is good. Regular newsletters to parents are well planned, informative and helpful. They are much appreciated by parents. Statutory reporting requirements are met. The school's prospectus is a well-organised, comprehensive document that gives parents a lot of useful information to help them support their children. The Governors' Annual Report to Parents, though a rather brief document that misses opportunities to celebrate school successes, provides parents with all the information to which they are entitled in a user-friendly way.
77. Pupils' annual reports are liked by parents, who think them individual and informative. At their best, at the top of the school, they are of good quality, and clearly the result of much thought. Elsewhere, except for those for children of reception age, they are satisfactory, though, and this is typical throughout the school, the reporting of subjects, other than English, mathematics and science, is rather brief. They meet statutory requirements and provide useful targets for improvement. Reports for children in the reception classes are informative in reporting what children know and can do, but their format, reporting on National Curriculum subjects, rather than areas of learning, is unsatisfactory and, as in some instances elsewhere, parents are given little indication of how attainment matches national expectations.
78. There are regular opportunities, both formal and informal, for parents to meet with teachers to discuss their children's progress. Parents' evenings take place each term for parents to meet with teachers to discuss how well their children are doing. The headteacher makes himself available at any time to meet with parents, and teachers are very happy to meet with them informally, before or after school, or by appointment to ensure availability due to teaching commitments.
79. Area for development:
- ensure that reports for the children in reception are linked to the areas of learning for the Foundation Stage.

HOW WELL IS THE SCHOOL LED AND MANAGED?

80. The headteacher provides the school with good leadership. He has a clear view of what the school needs to do to improve and this is illustrated in the school improvement plan. The reaction to the fall in mathematics standards at the end of Key Stage 2 also shows that the headteacher has a determination to maintain and improve academic standards in the school. Careful analysis of the weaknesses in mathematics results, and the introduction of new strategies, appear to have put the school back on track. The strong emphasis placed on care and personal development is the cornerstone of the school philosophy. From this solid platform, pupils are able to mature and make good progress. With the support of key staff, the headteacher has established good management systems for monitoring teachers' performance, financial planning, and communicating with parents and the school community. His open management style has enabled staff, governors, pupils and parents to have confidence and trust in his leadership. The many strengths in leadership and management reported at the time of the last inspection have been maintained.
81. The headteacher is well supported by the deputy headteacher and senior staff. The deputy headteacher manages the curriculum effectively, leads strongly on the co-ordination of English and organises day-to-day routines. She works closely with the headteacher in shaping the direction of the school and demonstrates a high level of commitment to the school. The co-ordinators of the core subjects have developed a good range of analytical skills through monitoring teachers' planning, observing lessons, scrutinising pupils' work and assessing test results. They have good strategies for maintaining and raising standards. However, in the non-core subjects there are weaknesses in leadership which the school needs to overcome. Many co-ordinators are new to the post or temporary, due to staff absence. Although most have the enthusiasm to develop their subjects, they have had little opportunity to monitor standards and to gain a true insight into how improvements might be effected. There are some positive signs, such as staff

taking responsibility for their own budgets, planned subject training and annual action plans, but more needs to be achieved if standards in some non-core subjects are to be improved.

82. Management of special education needs is good. The co-ordinator is well qualified and is strongly supported by a very well qualified special needs teacher. Learning support staff have been very well trained in a wide variety of strengths ranging from literacy and numeracy to anger management.
83. The governors have a strong commitment to the school and they fulfil their statutory requirements well. A good committee structure is in place with major decisions being referred to full governing body meetings. The chair of governors works very closely with the headteacher and is a frequent visitor to the school. He takes his duties very seriously, gives his time generously and is committed to school improvement. Governors are fully involved in shaping the direction of the school. They attend school development planning meetings and are encouraged by the headteacher to make their views known in consultative meetings. The governors have a very good knowledge of the school's strengths and weaknesses, because they are frequent visitors to school and receive very good information from the school. They know the school's priorities and why specific areas have been selected for improvement. They know, for instance, that spending on information and communication technology equipment has been quite significant in the last two years, but more attention is still needed in this area to raise standards.
84. The school has very clear aims and values which are embedded into school life. Teachers promote pupils' self esteem and confidence in lessons; acceptable social behaviour is reinforced in collective worship sessions; pupils are encouraged to be creative and imaginative through curriculum provision and high standards are sought. The school promotes the use of initiative so that pupils can fulfil their true potential. The dedication and hard work of everyone associated with the school creates a purposeful, secure environment. Staff are sensitive to the personal circumstances and characteristics of each pupil and there is a quiet determination to do the best for every student. This is a school in which everyone is valued and included.
85. There are good systems in place for the monitoring of teaching and learning by the headteacher and deputy headteacher. Informal and formal observations of lessons are completed and teachers are given feedback on their performance. Teachers' strengths are reinforced and a focus placed on areas which could be improved. The headteacher keeps a careful check on monitoring visits so that teachers are not over-burdened with frequent lesson observations. There are also whole-school staff meetings, where a particular focus is planned to review an element of teaching, such as the plenary¹⁰ session, or the setting of lesson objectives. These systems have a positive impact on improving the quality of teaching and learning.
86. The school's strategy for appraisal and performance management is well established and effective. An annual cycle of interviews, reviews, observations and target setting is built into school calendar. Teachers have specific targets for their teaching and management roles.
87. The school improvement plan is a well-constructed document that sets clear targets for school improvement based on careful analysis. Key personnel are identified to lead initiatives; timescales are set and reviews undertaken regularly against success criteria. Financial planning is good and well matched to school priorities. Day-to-day financial and administrative systems are also good, ensuring that the school runs efficiently. The recommendations of the most recent audit report were few in number and have been adopted by the school. Additional grants are used properly for the designated purposes for which they are earmarked. At present, the school is carrying forward an overlarge budget excess but has appropriate plans for spending this additional finance.
88. There is good team spirit throughout the school. Teachers and ancillary staff work together well for the benefit of school improvement. Newly qualified teachers are given good support and advice and receive their full entitlement to training and reduced workload in their first year of teaching.
89. The school could do more to use new technologies in its work to improve efficiency. There are positive developments such as school administrative and library systems being computerised and

¹⁰ A plenary session is the time at the end of the lesson when teachers review, with their pupils, what pupils have learnt.

the school has recently provided access to the Internet within classrooms. However, few teachers use information and communication technology naturally, in the normal course of lesson preparation and planning.

90. The school has an experienced and well-qualified teaching staff who possess the necessary expertise to deliver the curriculum, although further consolidation of computer skills is required. Staff display a commendable commitment to improvement and function extremely effectively as a team. The school employs a relatively generous number of learning support assistants, who are well trained and who make a valuable contribution to pupils' learning. The learning support assistants in the reception classes are overall well deployed to support children's learning. They work well as a team with teaching staff to the benefit of the children's learning. However, better use could be made of them for the further development of children's speech. The potential support of learning assistants in helping the development of children's speaking skills is not always fully realised. Other staff employed by the school are included in the collective ethos, which pervades, and they, too, make an important contribution to the effectiveness of the school.
91. The facilities and accommodation provide a good basis for delivering the curriculum. The school building and its surrounding area have been significantly improved in recent years and constitute a pleasant and stimulating learning environment. The fabric of the building has been considerably enhanced and features of educational value, such as an environmental area, a pond, and an 'outdoor classroom' have been established in the grounds. The imaginative development of the surroundings, including the adventure playgrounds, the natural woodland areas, and the marked playground, is both practical and aesthetically pleasing. The accommodation for the children in the reception classes is spacious, with a good outside area for play. Efficient use is made of the space to provide attractive displays and a stimulating environment.
92. The school has sufficient resources to satisfactorily support all areas of the curriculum with physical education and music particularly well served.
93. The school has a good understanding of principles of obtaining best value, and applies these well to its work. There are good levels of consultation within the school and the wider community. It compares its performance effectively through the use of local and national data. Careful analysis of trends and results ensures that strategic planning is well founded and based on sensible hypotheses.
94. The school is judged to give good value for money. The expenditure per pupil is broadly average and the curriculum provision is judged to be satisfactory overall. However, social and economic factors are below average, and pupils' achievement levels are good.
95. Areas for development:
 - the monitoring role of non-core subject co-ordinators;
 - the use of information and communication technology in teachers' planning and preparation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

96. The inspection team recognises that the school has maintained and improved many aspects of its work. To improve, further, the school should:

- ☐ Raise standards in information and communication technology by:¹¹
 - appointing a co-ordinator with sufficient expertise to support and advise staff;
 - improving expertise, so that staff are confident both in teaching the subject and using the equipment;
 - enabling pupils to have sufficient time on the computers to develop and enhance their own computer skills, knowledge and understanding.
(Paragraphs 11, 32, 83, 90, 127, 137, 143, 144, 149, 156, 162, 168, 171, 173-176, 183 and 196)
- ☐ Improve the quality of teachers' lesson planning by:
 - setting clear learning objectives defining the expected gains in pupils' knowledge, skills and understanding;
 - planning work for groups of pupils of differing abilities more precisely.
(Paragraphs 14, 34, 131, 138, 160, 167 and 168)
- ☐ In programmes of work designed for non-core subjects, identify clearly the skills that pupils need to acquire in order to make consistent progress. (Paragraphs 13, 41, 42, 153, 158, 161, 166 and 190)
- ☐ Use the information from the assessment of pupils' work, more productively, to influence teachers' planning and set targets for improvement. (Paragraphs 35, 68, 131 and 133)

¹¹ This issue has already been identified by the school as a priority for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

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

47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	19	19	4	0	0
Percentage	0	26	34	34	7	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 almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	312
Number of full-time pupils known to be eligible for free school meals	N/A	76

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	74

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	18
	Girls	22	22	23
	Total	38	36	41
Percentage of pupils at NC level 2 or above	School	86 (77)	82 (81)	93 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	23	23	22
	Total	38	39	40
Percentage of pupils at NC level 2 or above	School	86 (85)	89 (88)	91 (96)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	15	11	18
	Total	27	24	32
Percentage of pupils at NC level 4 or above	School	69 (89)	62 (89)	82 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	13	17
	Total	26	26	31
Percentage of pupils at NC level 4 or above	School	67 (89)	67 (92)	79 (92)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
295	0	0
0	0	0
2	0	0
0	0	0
2	0	0
1	0	0
1	0	0
1	0	0
0	0	0
6	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	23.1
Average class size	28.3

Education support staff: YR-Y6

Total number of education support staff	11
Total aggregate hours worked per week	250

Financial information

Financial year	2001/02
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	£
Total income	676,348
Total expenditure	646,661
Expenditure per pupil	2,020
Balance brought forward from previous year	11,594
Balance carried forward to next year	41,281

Recruitment of teachers

Number of teachers who left the school during the last two years	4.3
Number of teachers appointed to the school during the last two years	4.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.5
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	70
Percentage of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	1	0
My child is making good progress in school.	60	34	4	0	1
Behaviour in the school is good.	36	49	6	6	4
My child gets the right amount of work to do at home.	43	43	13	0	1
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	36	51	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	39	3	1	0
The school expects my child to work hard and achieve his or her best.	61	36	0	0	3
The school works closely with parents.	37	49	6	6	3
The school is well led and managed.	49	46	3	1	1
The school is helping my child become mature and responsible.	53	41	3	1	1
The school provides an interesting range of activities outside lessons.	27	40	11	4	7

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

97. Provision for the 51 children in the Foundation Stage is very good, as it was at the time of the previous inspection. The high quality of teaching and learning has been maintained. The children in the two reception classes achieve well, and make good progress. This reflects the findings of the previous report. Most children start the reception year with levels of attainment that are well below expectations. By the time they reach Year 1, the majority of children achieve standards that are just below what is typical for their age in some areas of their learning, but, in other areas, meet the expected levels. Given the low starting point, this demonstrates good progress. The very good overall standards of teaching, the broad and balanced curriculum, and the commitment of the staff, make a strong contribution towards enabling all groups of children to achieve well across all the areas of learning.

Personal, social and emotional development

98. Most of the children enter the school with skills that are below expectations in this area of their learning and some children start with skills that are well below expectations. The teaching in the reception classes provides a climate in which children improve these skills, so that by the time they enter Year 1, the expectations of the Early Learning Goals are reached by the majority of children. Children with special educational needs gain from being identified early and from the caring support they receive. Similarly, those who speak English as an additional language demonstrate their growing confidence in their school environment, with the consequent positive effect on their learning and achievements. Through the many good opportunities provided, the children learn how to socialise and show politeness and consideration towards each other. There is a strong ethos of 'I can', which encourages the building of their self-esteem. They share equipment well and there is very little dissension between them. They enjoy the security of well-established routines and opportunities for individual responsibilities, showing much personal independence and self-sufficiency in their ability to find and use equipment. They persevere with their tasks and show a good ability to become absorbed when not under direct teacher supervision. The appreciation and respect for each other and of different cultures is implicit in the ethos of this area of children's development. Visitors, such as the school nurse, contribute much to their understanding of personal care, so that this aspect of their learning is good. They know, for example, the importance of washing their hands before meals, or after touching pets. They become aware of the needs of other people, through events such as delivering Harvest gifts to the elderly.
99. The quality of teaching in this area is very good. Teachers understand the need for the strong emphasis on the children's development, and this area of their learning is consistently and carefully interwoven with all other aspects of learning. The programme for children's personal, social and health education adds a further specific dimension to this. Teachers have high expectations for the children's behaviour and attitudes, and ensure that children are aware of these expectations. At the same time, they provide a caring atmosphere, where children can develop a sense of right and wrong and grow in confidence and develop their independence. All staff, including learning support assistants, provide good role models and contribute towards a harmonious environment. The children's personal development is also well supported by many of the perceptive learning activities planned for their creative development.

Communication, language and literacy

100. The communication, language and literacy skills of many children are well below average when they enter the school. Although the standards of attainment reached are still below what is expected for children as they enter Year 1, their achievements are good. Children who have special educational needs and those who speak English as an additional language are helped with their development in this area of their learning, through carefully considered support and tasks to match their needs. For most children, their skills in speaking are particularly weak. Few find it easy to engage in discussions and put their thoughts together in coherent sentences. For example, when looking at books children name and identify familiar objects and characters, but do not extend this

information into ideas or statements. When engaged in group activities, or in the role-play area, there is very little communication between them. However, their ability to listen is good, and often very good. They enjoy listening to stories, and recognise and join in the repeating pattern in a story. They listen avidly to their teachers when learning, for example, about their environment or about different materials. Many are beginning to show a positive enjoyment of books, and are proud to show their achievements in reading. When looking at a book with the teacher, they know that capital letters mean saying words loudly. The higher-attaining children read with confidence from the early reading books, demonstrating their ability to recognise familiar words out of context and a growing awareness of sounds. Lower-attaining children are still at an early stage in the development of their reading skills, but handle books correctly and enjoy looking at the pictures. Many of the children enter the reception classes with skills that are well below average in writing. Their progress is good, so that many can write their own name and recognise letters that are in their own names, when looking at words in other contexts. They understand that marks on paper convey meaning, writing post cards in their own way. The higher-attaining children attempt to write one or two independent sentences, and use their knowledge of letter sounds to help them with their writing. Children of average ability recognise single letters, but need adult support; however, most children are still at an early stage in the development of their writing skills.

101. The teaching of communication, language and literacy is good overall. The teaching of the basic skills for reading and writing is consistently very good, ensuring that children have a solid foundation on which to build their learning. Teachers identify the more able children, and also those with special educational needs, or those for whom English is an additional language, and ensure that all groups have appropriate challenge. Staff have high expectations, and every opportunity is used to develop children's language and literacy skills, through all areas of the curriculum. The strategies used are very good, and ensure that the children are motivated to learn. Teachers ensure that the constructive use of language permeates all areas of learning. However, there is no specifically structured planning for developing speaking skills on a daily basis. The previous inspection identified as a weakness the lack of participation by an adult in the role-play area to help provide structure in extending the children's vocabulary, and this weakness remains. Learning support assistants provide helpful and caring support, but are not prepared sufficiently well to aid the further promotion of children's speaking skills. Good use is made of day-to-day assessment. Teachers keep their own informal notes, and learning support assistants contribute to these observations. This is used to plan and develop children's learning. The structured content of the lessons ensures that work is well matched to the needs of the different groups of children.

Mathematical development

102. By the end of their time in the reception classes, children reach standards that are below the expectations of the Early Learning Goals. When compared to their attainment on entry to the school they achieve well in this area of their learning. This is due largely to the effective strategies that teachers use to help develop the understanding of number, vocabulary and the wider aspects of mathematical development. The children are provided with suitable work to ensure that all, including those with special educational needs, and those who are at an early stage of acquiring English, make good progress.
103. Most children show that they can count and match to seven, and some go further. They are proud to show that they can recognise numerals and can either make them with play-dough, or write them. They begin to see how to add two numbers together, through practical and well-directed activities, and the higher-attaining children take this further by recording simple addition. Some recognise mathematical language such as '*one more*' or '*one less*,' but, for many, their lack of previous experiences and vocabulary limits their progress. For example, in one lesson the majority of children had considerable difficulty before they began to understand the meaning and concept of '*long*' and '*short*,' when comparing the length of objects. For many of the children, such concepts need much reinforcement until understanding is achieved. They recognise and name two-dimensional shapes, and this is reinforced by activities, such as '*Going on a shape walk*.' Through activities, such as cooking and the use of the sand and water trays, they begin to develop their understanding of weighing and capacity. They learn to record in the form of simple bar charts. For example, after walking around the school grounds, children recorded their favourite features in pictorial form. For the majority of children, the learning of mathematics is necessarily based on continual practical experiences.

104. The teaching of basic skills for mathematical development is very good. Apart from the very good focus within mathematics lessons, teachers ensure that mathematical learning is an integral part of a wide range of activities. Teachers have very good subject knowledge and an understanding of how young children learn. The strategies they use are very effective and help to reinforce basic concepts, whilst, at the same time, challenging the children and motivating them to enjoy their learning. An example of this was seen in the teaching of simple addition, where the teacher used the varied contents of a lunch box to demonstrate how to combine numbers, and to increase the children's understanding of vocabulary. Well-prepared resources help with their understanding of comparison in measurement. Teachers ensure that a gradual transition is made from informal and independent learning, to more structured and guided learning. Lessons are structured carefully to ensure there are maximum learning opportunities for all abilities, although this is not always reflected in the written daily planning. The results of the very good teaching are eager and thoughtful responses from children who are keen to achieve.

Knowledge and understanding of the world

105. Most children enter the school with knowledge of the world in which they live which is well below average. They also lack the vocabulary to talk in detail about what is familiar to them. During their time in the reception classes, the children broaden their understanding of the world around them, so that, by the time they leave the reception classes, their attainment has improved, but is below the expectations of the Early Learning Goals. The achievements of all children, including those with special educational needs, and those for whom English is an additional language, are good. This is because of the wealth of carefully considered experiences and opportunities, which teachers provide for learning. The school grounds are used for investigations, and to heighten children's awareness of their environment. Following such activities, children express their likes and dislikes, and begin to understand how the results can be recorded for all to see. Through their work on hot and cold lands, the children have become familiar with animals throughout the world, and how clothing is adapted to suit the climate. Such ideas are reinforced by the imaginative role-play areas, where children write postcards and choose the suitable clothes for the '*climate*'. Through these activities, they develop their understanding of other cultures. They have sound recall of what they learn through such topics, which reflects the very good teaching they receive. They develop basic skills, such as manipulating the mouse, in information and communication technology, which is frequently linked to what is being taught in language and mathematics. They eagerly participate as the teachers help them investigate different materials, and then experiment with materials to make a bag for '*Teddy on his travels*', showing that they are beginning to think of their own designs. Through all these activities they demonstrate good progress. Photographic evidence shows how they begin to observe how things change and what will happen next when involved in cooking activities.
106. The teaching in this area of children's learning is consistently very good. The range and nature of experiences provided by the teachers are stimulating and ensure that the children are given opportunities for active participation in what they are learning. Teachers use effective questioning, asking '*Why?*' and '*What do you think?*' This helps to extend their understanding and further enhances what they are learning alongside the development of their language skills. Overall, the lessons are exemplified by well-planned opportunities for children to gain in knowledge and understanding, using effective demonstration and questioning, with good expectations for what children should learn.

Physical development

107. The children make good progress in their physical development and, by the time they leave the reception classes, they meet the expectations of the Early Learning Goals. They successfully develop their skills for handling small tools and equipment through the use of pencils, scissors and paintbrushes. Although a minority show some underdeveloped skills, for example, in holding and using a pencil, most show the expected control when drawing, painting or sticking. They handle and build models with construction sets and manipulate equipment and materials, such as play dough or the pieces of a puzzle with ease. There has been an improvement in this area of skills since the last inspection, when pupils were reported to have poorly developed skills. In their physical education lessons they show an awareness of space, and demonstrate they can control their

bodies with a sense of balance, showing sound co-ordination as they respond to the teacher's provision of challenging activities. All groups of children achieve well, displaying confidence in their own abilities.

108. The teaching of this area of children's learning is generally good. The teaching of physical education is very good, enabling the children to grow in confidence and show increasing dexterity. The good selection of activities and resources in the classroom support all groups of children successfully and good all-round progress is made in their physical development. It was not possible to see the children using the outside area during the inspection, but photographic evidence shows there are good opportunities for children to use a range of wheeled toys. The outdoor learning provision has improved since the last inspection.

Creative development

109. By the end of the reception year, the children reach the expectations of the Early Learning Goals in their creative development. This is an improvement since the previous inspection when children were judged not to be reaching the expected level. Children for whom English is an additional language achieve well and are learning to use and respond to different media, tools and techniques. The children benefit from the wide range of activities and stimuli. Those with special educational needs make good progress because they are assessed and supported well. Teachers carefully tailor tasks to build up pupils' skills systematically.
110. When engaged in musical activities, the children show that they can sing a range of familiar songs tunefully, using actions and a well-developed sense of rhythm to accompany their singing. They show good control when using percussion instruments and enthusiastically use their voices to demonstrate high and low notes. They sing and repeat simple sound patterns, and show a developing enjoyment of music. Children's previous work also shows that they are encouraged to listen and respond to music. They listen to the music of violins and drums, and paint what they imagine and 'see'. Children's paintings are bold and lively, and are frequently used imaginatively to consolidate and extend their perceptions of what they are learning about the world around them, as well as increasing their understanding of different techniques. For example, teachers photocopied their individual drawings, so that the children had a copy, and then the children painted them both to show the differences between day and night. Children enjoy the opportunities to use the role-play corner. Teachers' planning shows how this is regularly changed and adapted to suit current topics. The children dress up and 'write' notes and letters and become totally absorbed in their play. However, a weakness lies with the inability of the majority to engage in discussion and so develop further their imagination in this aspect of their creative development.
111. Overall, teaching is very good. This is because of the range of sensitive opportunities provided by the teachers. They use creative activities to develop skills linked with all the areas of learning and to help children to develop an appreciation and awareness of the world. Support for the extension of role-play activities is not sufficiently identified in planning, but, overall, the teaching of this area of the children's development contributes effectively to the children's personal social and emotional development, and particularly their spiritual and cultural development.
112. Area for development:
- encourage children to develop their spoken language in role-play situations, by involving adults to guide this activity.

ENGLISH

113. The inspection finds that standards in reading and writing at the end of Key Stage 1 are below the national average. Pupils' attainment at the end of Key Stage 2 is similar to that found nationally. The national test results in 2002 placed pupils' attainment at the end of Key Stage 1 as above average in reading and average in writing but the group currently in Year 2 has a significant proportion of pupils who have been identified as having special educational needs. The results of the national tests in 2002 found standards at the end of Key Stage 2 to be below average, but the pupils currently in Year 6 should achieve the levels expected nationally. In the present Year 6 group there is a larger percentage of higher-attaining pupils than in the group in 2002. Children enter reception with language skills, which are judged to be well below those which might be expected.

Consequently, pupils' achievement in Year 6 constitutes considerable 'added value' in respect of English. Standards in English have been rising in the school, but there are variations at the end of each key stage, depending on the capabilities of each year group. Standards fell quite sharply in 2002, from well above average, to below average. But indications from inspection evidence show that results in 2003 should improve to average levels.

114. Speaking and listening skills of pupils at the end of Key Stage 1 are below average. The number of pupils who are able to express themselves orally, with appropriate clarity and confidence, is below that expected for their age. Most pupils listen attentively to their teacher and to the contributions made by others, but their ability to analyse comments and to respond constructively is below the national average. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided, with activities such as role playing and questioning used effectively as a means of promoting speaking and listening skills and of developing confidence.
115. Both speaking and listening proficiencies are similar to the average at the end of the Key Stage 2. Almost all pupils listen attentively to their teacher and respond thoughtfully to the contributions made by other pupils. Their ability to generate cohesive and complex sentences is in line with the average, with many higher-attaining pupils developing abstract and speculative ideas.
116. Pupils' attainment in reading is below the national average at the end of Key Stage 1. The importance placed upon this skill and the systematic method of teaching satisfactorily promotes reading standards and most pupils enjoy reading and are eager to discuss what they have read. The proportion who can read fluently and confidently is slightly below the average, but important foundations are laid during this key stage. Many pupils have yet to develop an adequate range of reading skills in order to tackle unfamiliar words. Most are able to use simple dictionaries and sound standards are achieved in relation to library skills. The library is a good resource, which is effectively used to enhance pupils' library skills. Classes use the library on a weekly basis and individual pupils also have access to its facilities during break times to further their studies.
117. Pupils' attainment in reading at the end of Key Stage 2 is similar to the national average. Most pupils are able to discuss what they have read, with some analysis of the characters and the plot. This was well demonstrated during a comparison, by a group of pupils in Year 6, of their likes and dislikes in respect of some well-known authors. Most pupils display satisfactory skills when using reading strategies, in order to tackle unfamiliar words. Higher-attaining pupils are beginning to use more advanced skills, such as scanning, together with an appreciation of inference and figurative language.
118. At the end of Key Stage 1, pupils' attainment in writing is below that found nationally. Pupils' awareness of grammatical structure and punctuation is below that expected for their age. The number who possess a broad vocabulary and express themselves clearly and confidently is somewhat smaller than is typically found, although higher-attaining pupils employ words, such as '*feathery*' and '*glowing*'. Spelling is methodically developed, but the number of pupils who achieve the expected levels of accuracy is below average. There is systematic teaching and refinement of handwriting skills, but the proportion of pupils able to achieve the expected levels of control and consistency is slightly below average.
119. Standards of writing in Key Stage 2 are broadly in line with the average. By the end of the key stage the expected proportion of the year-group have the appropriate skills in relation to grammatical structure and punctuation and are able to express themselves with accuracy. Pupils organise their writing logically and develop a theme in a sustained manner. They write with a growing awareness of audience and of purpose. Instructions, recipes, poetry, description, review, note taking, reports, letters and plays are just a sample of the very wide range of writing encountered. Much writing contains interesting qualities of tone and ambience, such as a description by a pupil in a Year 5 and 6 class of a stream as a '*silvery, sliver of light*'. Spelling continues to be approached systematically, with levels of accuracy in line with the average. Standards of handwriting are also average, with most pupils able to employ consistent letter formation and to write in an attractive and legible hand.
120. The quality of learning in Key Stage 1 is satisfactory. The majority of pupils enter Key Stage 1 with literacy skills that are below those expected for pupils of that age and make satisfactory progress.

Teachers have created a positive atmosphere in which learning is both enjoyable and productive. Whilst this does not result in average standards, important consolidation and foundation work occurs. At Key Stage 2, pupils' progress is good. This is particularly true in Years 5 and 6, where teachers use a range of stimulating and challenging activities which drive up standards. In a Year 5 and 6 class, for example, pupils wrote lively and imaginative *'rap'* after listening to the poet Tony Witton.

121. Development of pupils' speaking and listening skills is satisfactory at Key Stage 1. A range of suitable opportunities for pupils to develop their speaking and listening skills are provided, which leads to satisfactory progress in this aspect of the subject. The wide range of experiences and activities, together with skilful questioning promotes a good level of achievement at Key Stage 2. When they enter Year 1, most pupils speak in relatively simple terms about something that is within their immediate experience. Confidence and language grow securely as pupils move through the school, and, by Years 5 and 6, most pupils are able to develop a theme using a sequence of complex sentences.
122. In reading, most pupils in Key Stage 1 make satisfactory progress, as they move from an ability to recognise a limited range of words, to the ability to read a simple story with understanding and enjoyment. This sound foundation is an important element in the good progress in reading which is evident at Key Stage 2. By Year 6, the majority of pupils can read books containing difficult text with fluency and expression and can discuss the contents maturely.
123. Pupils in Key Stage 1 make satisfactory progress in writing skills. From elementary letter formation at the beginning of Key Stage 1, pupils develop increasingly secure literacy skills. Progress is good in Key Stage 2. Most pupils write with accuracy in grammatical structure and use of punctuation. The ability to develop an idea and write extended text is particularly strong. Pupils increasingly write with imaginative and sensitive use of words. Examples such as *'aspen'*, *'lonesome'* and *'fluttering'* abound. Older pupils wrote about a sky *'washed by a cascading fountain of colours'* and *'colliding, squirming tadpoles'*. In describing trees, one pupil wrote about *'delicate, enchanting and tranquil'*. At times higher-attaining pupils write with impressive originality and power exemplified by the powerful, imaginary diaries based on people involved in the Twin Towers disaster.
124. Good attitudes to English are found in both key stages. This results from the good relationships, which teachers develop with their pupils, and the imaginative programme that is delivered. Teachers use the recommendations of the National Literacy Strategy well, but enhance the programme productively through a flexible approach which recognises the particular needs of their pupils and responds accordingly. This results in an imaginative programme, which is often challenging and stimulating. As a consequence, the overwhelming majority of pupils have a positive attitude towards the subject. Most work diligently, persevere with their tasks, and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Pupils are usually attentive and are able to sustain concentration over a period. Even the youngest pupils respond sensibly when required to work independently.
125. The quality of teaching at Key Stage 1 is satisfactory. Activities are matched well to the needs of the pupils, and a range of strategies are employed which help to sustain interest. A caring and positive rapport with pupils is evident. Teachers use a range of approaches to develop both creative ideas and literacy skills. Pupils' self-esteem and confidence is sensitively developed, through subtle questioning and purposeful activities, which enable sound learning to take place.
126. Teaching at Key Stage 2 is good, with lessons proceeding at a brisk pace within a positive working atmosphere. Class management is consistently good and work is generally matched well to the different attainment levels within each class. Teachers have good subject knowledge and the well-structured lessons help to sustain interest and to promote learning. The good teaching ensures that understanding is consolidated, that skills are built upon sound foundations, and that brisk progress is sustained. Teachers in the Years 5 and 6 classes, in particular, provide their pupils with challenge and thought-provoking activities, which indicate their high expectations. Lessons relating to the arguments for and against school uniform, for example, provoked lively but thoughtful debate, with a surprising number of pupils willing to consider the counter arguments put by others.

127. The use of information and communication technology is inconsistent. Word-processing skills are not satisfactorily developed and greater use could be made of technology to support reading and writing at both key stages.
128. There is good use of English to support work in other subjects and teachers plan good links with other subject in the curriculum giving opportunities to extend pupils' literacy skills. Visits to the Hospital of St Cross, for example, provoked sensitive, reflective writing and mature discussion. It was an experience which clearly touched pupils, including one previously disenchanted pupil. The topic relating to the *'Monster Garden'* provided pupils with a host of opportunities embracing writing, drama and discussion across a range of subjects.
129. In both key stages, lessons are carefully planned. It is a feature of teaching throughout the school that skills, such as spelling, grammar, handwriting and punctuation, are developed systematically, but this is balanced by a sensitive emphasis upon the quality of language and a 'feeling' for words. Writing about their experiences in the school production of *'Jack and the Beanstalk'*, for example, older pupils wrote perceptively about their emotions, when performing in front of an audience. Some described the hard work, teamwork and nervousness, whilst others wrote about the challenge and sense of accomplishment it brought. Pupils of all abilities are presented with work that is well matched to their needs and this has a good impact upon standards and progress. Pupils from ethnic minority backgrounds are fully integrated into lessons and make appropriate progress. Pupils with special educational needs are sensitively and effectively supported and such pupils make progress similar to that found generally within the key stage. The small number of pupils for whom English is an additional language are given adequate support. Two pupils at an early stage of learning to speak English are provided with specialist help from a visiting teacher. In general, these pupils make good progress. A focus on feelings and emotions in writing is especially well emphasised and finds frequent expression in pupils' work. Thus, pupils in Year 6 use phrases such as *'a nugget of treasure'* when describing a sweet found in a pocket, *'a willow droops in a watery glade'* and *'snowflakes lay on our hair and sparkled on my dark brown strands'*.
130. The subject is led well. The subject co-ordinator for English has considerable expertise and has the drive and commitment to improve standards. The school places considerable emphasis upon English, and the recommendations of the National Literacy Strategy are followed not only with care and rigour, but also with flexibility. This initiative, together with the quality of teaching and the positive attitudes of the pupils, are significant factors in determining the levels of progress. Since the last inspection, progress has been satisfactory. Overall, standards have risen and the quality of teaching maintained. Challenging but achievable targets are set to direct the school towards higher overall standards.
131. The assessment procedures used to measure progress are sound, and satisfactory use is made of the information they yield to guide the content of subsequent work. The use of computer analysis is planned and should help to make the process more detailed and efficient. Teachers routinely identify the lesson objectives in their planning and these are often shared with the pupils. These objectives are not always defined with a degree of precision which would enable the lesson to be evaluated objectively and which would help to create a greater sense of purpose and achievement. Some pupils are set targets for improvement, but there is inconsistency in the way in which teachers use this system to provide pupils with clear and unequivocal goals. The use of learning support assistants to provide support within the classroom and to help individuals and small groups impacts well upon standards and progress. Such support is characterised by sensitive relationships and the degree to which the teacher and the support assistants work cohesively. The school library is an attractive and welcoming area and the librarian maintains a lively and stimulating approach which fosters a love of books and enhances the work in classroom.
132. Areas for development:
- revise the whole-school procedures, concerning the setting of individual and group targets, so that all pupils have clear goals for improvement;
 - ensure that lesson objectives are sharply defined and shared with pupils.

MATHEMATICS

133. At the end of Key Stage 1, the results in mathematics, in the national tests in 2002, were below average, and at the end of Key Stage 2, the results were well below average. When compared with similar schools, results were average at Key Stage 1, and well below average at Key Stage 2. This represents a slight improvement in standards in Key Stage 1, and a significant drop in standards at Key Stage 2 compared with the previous year. The school has now carried out extensive analysis of last year's national test papers to identify the reason for the fall in standards and targeted the areas in which pupils appeared to find difficulty. As a result, there is an appropriate emphasis on problem solving, mental and oral tasks. As yet, although appropriate targets are set for results in National Curriculum tests, year group and individual targets have not yet been developed from these. Although standards at the end of both key stages have varied since the last inspection, in general terms the school has made satisfactory progress.
134. When pupils enter Year 1, their ability in mathematics is below average. Inspection evidence shows that pupils in Key Stage 1 make sound progress, overall, although standards are likely to remain below average at the end of Year 2. This is because there is a significant percentage of pupils with special educational needs and those who find mathematics particularly challenging. All pupils, including those with special educational needs and those for whom English is not their first language, achieve appropriately because they are well supported, usually by learning support assistants and because of the care teachers take to ensure they understand the tasks set. In Key Stage 2, pupils make good progress and are achieving average standards by the end of Year 6. This is because they receive particularly good teaching in Years 5 and 6 which is matched well to pupils' individual capabilities. There is little difference in the standards achieved by boys and girls, but boys perform slightly better than the girls. Generally, pupils from ethnic minority backgrounds achieve at the same level as their classmates; a number of these pupils are higher attainers in mathematics.
135. In Key Stage 1, pupils work out simple problems involving number operations and money. They understand place value to 100, and more able pupils are beginning confidently to carry out calculations using these numbers. However, lower-attaining pupils find the addition of two numbers totalling 20 quite difficult to complete. An examination of pupils' work shows that they are aware that there are different methods for calculating subtraction problems, such as the 'adding on' method. In class they describe the methods they use to solve simple problems clearly and succinctly. Pupils identify a range of two- and three-dimensional shapes and relate these to familiar objects in the classroom. In Year 2, pupils estimate and measure using non-standard and standard units but have little concept of the mass of a kilogram. Pupils collect data indicating which toys they would like for Christmas and form various pictorial representations, such as block graphs. They are beginning to understand why graphical representations are used to communicate information.
136. In Key Stage 2, pupils continue with measuring activities. Pupils in Years 3 and 4 are beginning to learn how to estimate, although some misunderstand the purpose of this and think they must 'guess' the 'right' measurement. An examination of pupils' work shows that, in Years 5 and 6, pupils calculate and solve problems involving decimals to two places. Work in this activity is appropriately matched to pupils' capabilities so that higher-attaining pupils work with numbers to a 100,000. Pupils learn, and are beginning to understand, the relationship between fractions and percentages. In the lessons observed, pupils were investigating triangles, discovering through measuring that the sum of the interior angles adds up to 180 degrees. They quickly learned the importance of careful measurement using the protractor. Higher-attaining pupils have the benefit of working once a week with two community mathematicians, in activities which follow the topic covered in class but taking them to a significantly higher level. For example, lower-attaining pupils were working with a 360-degree protractor to revise both the points of the compass and construct regular shapes. Pupils in the higher-attaining group were studying the way in which the Romans constructed their roads and solving problems, trying to find their way to various locations, using compass points and angle measurements.
137. Pupils have good and varied opportunities to develop problem solving and investigational skills across both key stages. This was identified by the subject co-ordinators as an area for development and is being appropriately addressed. Although the school has recently invested in new computer software, pupils have few opportunities for exploring mathematics, using the

computers. The school is aware that information and communication technology is not fully integrated into the curriculum and have identified this as an area for improvement.

138. The quality of teaching is sound, overall, and in Years 5 and 6 it is good. Although only one unsatisfactory lesson was observed, some of the teaching in Years 3 and 4 is not as strong as in the rest of the school, which means that pupils do not learn as effectively. Teachers have sound knowledge and understanding of the subject. Lessons are planned appropriately, in line with the suggestions of the National Numeracy Strategy, although the learning intentions are not always sufficiently clearly identified. These are usually shared with pupils, but in the very few lessons where they were not, pupils were not able to explain what they were learning. Teachers prepare for lessons well and the materials needed are readily available, however, there are occasions when work is not always matched sufficiently closely to pupils' individual needs, with the result that higher-attaining pupils are not always sufficiently challenged, and those with lower capabilities find work too difficult. Teachers make good use of resources. For example, the use of individual whiteboards in the 'springboard' mental mathematics sessions enabled the teacher to check pupils' responses quickly and ensured that all pupils took part. The best lessons provided pupils with challenging tasks and encouraged them to work productively. Occasionally, the task presented was inappropriate and too complicated for the pupils to tackle successfully, for example, when measuring irregular lines and shapes. A characteristic feature of the best lessons was good questioning which challenged pupils and stimulated their thinking. Some good review sessions at the end of lessons were observed and these encouraged pupils to evaluate and explain their work. This helped pupils to share their understanding as well as making links with the next objective. Teachers manage their pupils very well and this ensures the success of lessons. Pupils' learning is enhanced because they are attentive and focus on what they are being taught and the tasks they have to complete. Teachers give praise appropriately which encourages learning and raises pupils' self esteem. Good use is made of learning support assistants, who work mainly with small groups of lower-attaining pupils to support and reinforce the objectives of the lesson. The class teachers give them good guidance. Pupils receive homework tasks that effectively support the work they do in school.
139. The subject co-ordinators provide effective leadership. They have had some opportunities to monitor teaching and planning, and staff have been observed and received guidance on the teaching of numeracy sessions. There is a good range of resources to support the mathematics curriculum. Good procedures for assessing and recording pupils' progress are in place, as is the analysis of national tests. This has identified appropriate areas for development. The school has worked hard to improve pupils' skills in mental mathematics, shape and problem solving. The co-ordinators are aware of the need to monitor closely the match of work to pupils' ability, and of the need to extend the use of information and communication technology across the curriculum.
140. Areas for development:
- ensure that work is more closely matched to pupils' individual needs;
 - clearly identify learning objectives as to what pupils should know by the end of each lesson;
 - improve the quality of teaching in Years 3 and 4, so that teaching is consistently good throughout the school;
 - extend the use of information and communication technology in mathematics lessons.

SCIENCE

141. Standards in science are broadly average at the end of both Key Stages 1 and 2. The results of teachers' assessments in science at the end of Key Stage 1, in 2002, indicate pupils' attainment to be average, although the percentage of pupils attaining the higher Level 3 was well above the national average. Work seen during the inspection from pupils currently in Year 2 does not indicate that such a high percentage of pupils will attain Level 3 in 2003. In the national tests in 2002, pupils in Year 6 attained standards below the national average. This reflects a greater percentage of lower-attaining pupils than in the present Year 6 group. However, in 2002 pupils attained average standards, when compared with pupils from similar schools. At the time of the last inspection, standards in science were judged to be average at the end of Year 2 and above average by the end of Year 6. Standards have, therefore, been maintained since the last inspection at the end of Year 2. The apparent drop in standards by the end of Year 6 is attributable to the comparatively high

percentage of pupils with special educational needs and the smaller percentage of higher-attaining pupils within that particular year group.

142. By the end of Year 2, pupils' achievement is better than might be expected. Pupils enter the school with knowledge and understanding of the world at a below average level for their age. They achieve well because the school places emphasis on experimental and investigative science and teaching is thorough and well structured. Higher- and average-attaining pupils in Year 2 show good observation skills and identify properties of objects. For example, they recognise whether objects will bend, twist, stretch or squash, and sort them according to their similarities and differences. Pupils know how to use a circuit to make a light bulb work. Through their scientific investigations, they complete simple yes/no tables and reach conclusions based on their work. When trying to find out which objects would complete a circuit, most pupils concluded, *'it has to be metal'*. They carry out investigations into which types of surface a toy car will travel furthest and conclude, *'the car went furthest on plastic, because it is smooth and slippery'*.
143. By the end of Year 6, pupils' achievement is satisfactory. It is better in Years 5 and 6 than in Years 3 and 4. This is because the quality of teaching is better, and the work is better matched to the needs of the pupils. Pupils continue to develop their skills of scientific enquiry systematically and extend their knowledge and understanding through first-hand experiences. In Year 6, higher- and average-attaining pupils independently plan a fair test to investigate the conditions necessary for seeds to germinate. They understand the importance of changing only one factor in their experiments to make the test fair and make suitable predictions confidently. They use appropriate vocabulary accurately such as *'dispersal'*, *'nutrition'* and *'germination'*. In their study of the earth, they carry out experiments to demonstrate that air is all around, and draw conclusions, which they express in scientific terms. Pupils present their evidence in a variety of ways, including tables, diagrams and bar charts. Their use of information and communication technology for data logging, analysis and presenting data is less well developed. Pupils with special educational needs generally make good progress, because teaching assistants give good support in lessons. Those pupils for whom English is an additional language make similar progress to their classmates. Teachers ensure that careful explanations are provided so that pupils can understand what is required of them.
144. Four lessons were observed during the course of the inspection, two in each key stage. Overall, the quality of teaching is good, which is a similar picture to that at the time of the last inspection. The introduction of a new scheme of work is providing teachers with an effective structure for planning lessons. The learning intentions for lessons are clear and teachers give good explanations to ensure that pupils understand new concepts. They have good subject knowledge, which enables them to use questioning well to check on pupils' understanding and to challenge their thinking. Good use is made of teaching assistants to support the learning of the lower-attaining pupils and those with special educational needs. Good opportunities are provided for pupils to work together in groups. This makes a positive contribution to pupils' speaking and listening skills and encourages their skills of co-operation and teamwork. Literacy skills are encouraged through opportunities for pupils to make notes, write up experiments and explain their findings. When the teaching is less than satisfactory, it is because the work is too challenging for the pupils and their learning is reduced, as they do not understand what they are doing. There is insufficient use of information and communication technology to support the teaching of the subject.
145. The co-ordinator provides good leadership of the subject. She is enthusiastic and ensures that science maintains a high profile within the school. She provides good support and advice for colleagues and has worked hard to make certain that science is taught systematically through enquiry and practical activities. She has a clear understanding of the strengths of the subject in the school and how it can be further improved. The management of the subject is satisfactory. Although the co-ordinator meets regularly with teachers to discuss plans, she has insufficient time to work with teachers to develop their skills of assessment, and to evaluate the effectiveness with which plans are implemented in every year group.
146. Areas for development:
- develop the use of information and communication technology to support the subject;
 - enable the co-ordinator to check that planned work always matches pupils' abilities.

ART AND DESIGN

147. Achievement at the end of Key Stage 1 is in line with that expected for pupils of this age. Attainment is reflected in pupils' ability to draw from direct observation and by creating work using their imagination. Most use appropriate techniques and tools in painting, collage, pattern, printing and modelling. Pupils work in both two and three dimensions and are able to choose from a satisfactory variety of materials. They are introduced to the work of a number of well-known artists, such as Monet, whose style and method might influence their own interpretation and development, and they respond with work which is typical for their age. A number of pupils produce work that is of good quality. In Years 1 and 2, pupils' interpretation of Van Gogh's *'Starry Night'* provided examples of such higher achievement.
148. Standards in Year 6 are above those found nationally. A larger than expected proportion of pupils display levels of skill and creativity that are good for their age, and most make good progress as they move through the key stage. Pupils respond well to the wide range of experiences which are provided. The development of expressive work is particularly strong and the degree to which pupils bring interpretation and imbue feelings in their work is impressive. Pupils with special educational needs make similar progress to their classmates, although no extra provision is made for these pupils. Pupils for whom English is an additional language make similar levels of achievement. Art and design gives these pupils an opportunity to express themselves visually.
149. There is only limited use of information and communication technology to support the subject, although a computer presentation introducing pupils in Years 5 and 6 to the work of Mondrian provided a productive exception.
150. Pupils' attitudes to art and design are good in all parts of the school. Pupils clearly enjoy their work and are keen to discuss what they have done. Most work with care and pride and strive to achieve good results. For example, this occurred when pupils in Years 5 and 6, preparing observational drawings, became engrossed in the detail of texture and shape of various materials examined under a powerful magnifying glass.
151. Teaching at Key Stage 1 is satisfactory. Relationships within the classroom are good and teachers convey a clear sense of enthusiasm. Class management is good, with the expected rules calmly and consistently enforced. Teachers place due emphasis upon the subject and provide their pupils with a satisfactory range of experiences.
152. The teaching at Key Stage 2 is good. Teachers make challenging demands upon their pupils and provide a range of stimulating activities, which motivate the pupils and provide the starting point for pupils to explore the emotions as well as develop technique. Pupils in a Year 4 class, for example, were encouraged to express the shapes and textures suggested by their route to school and responded positively and maturely to this challenging task.
153. The subject is well led, and the newly appointed co-ordinator has quickly grasped the essentials of her responsibilities. She brings enthusiasm and a clear sense of purpose to her role. The programme is satisfactorily defined, but further guidance is required to ensure that skills are built incrementally. Productive links are forged between art and other subjects and this makes learning more meaningful. When pupils in Years 5 and 6 studied the style of Mondrian, for example, this work was associated with mathematical problems involving geometric shapes. The external artistic experiences of many pupils are limited, and the school's art and design programme enriches pupils' experiences, encourages creativity, gives much aesthetic pleasure, and provides valuable opportunities to develop spoken and artistic expression.
154. Area for development:
- define the programme with greater precision so that skills are built more systematically.

DESIGN AND TECHNOLOGY

155. Pupils in both key stages achieve levels of knowledge and skill in design and technology which are broadly appropriate for their ages. All pupils make satisfactory progress. There is no significant difference between the progress made by different groups of pupils. Pupils with special educational

needs, and those for whom English is an additional language, are supported appropriately. Pupils are able to select from a satisfactory range of materials, when designing and making products, and proper consideration is given to the purpose of each item and to the subsequent design and construction. Pupils in both key stages are competent in their ability to relate what they are making to their associated design. Food technology is an integral part of the programme. Pupils make thoughtful evaluations about their work, as demonstrated by the comments made by pupils in Year 6 relating to their earlier design for a slipper. The school has made satisfactory progress since the last inspection.

156. Teaching is satisfactory at both key stages. Teachers are aware of the essential elements of design and technology such as providing opportunities for original and creative generation of ideas. Open-ended questioning during a Year 3 lesson, for example, encouraged pupils to think actively and to produce ideas about their designs for a reflective vest. Teachers include material to develop knowledge associated with mechanisms, structures and applications and how products can be refined and improved. Thus, in a Year 1 lesson, pupils used construction sets to focus on the purpose of wheels and axles. There is little evidence of information and communication technology being used in design and technology lessons.
157. Pupils' attitudes to the subject are good in both Key Stages 1 and 2. They are interested and motivated in their work, which they discuss with animation. They concentrate well and persevere to overcome problems. Collaboration is particularly productive.
158. The school is currently without a co-ordinator for this subject because the teacher responsible is absent. The school has adopted and supplemented national guidance to support teachers' planning. This results in a reasonably balanced programme, but further detail is required to ensure more systematic coverage and development of skills. An appropriately developed two-year cycle is used in order to address the needs of pupils in mixed-year classes. Productive links with other subjects are established through the topic approach which the school has adopted. Work in Years 1 and 2, relating to the construction of model lighthouses, for example, drew upon pupils' knowledge of electrical circuits. The strengths of the cross-curricular approach are not sufficiently augmented by clear guidance about what should be taught and when. This is needed to ensure that important elements of the programme are not omitted and that skills are built in a planned and incremental manner.
159. Area for development:
 - define the programme with greater precision in order to provide teachers with more exact guidance as to what should be taught and when.

GEOGRAPHY

160. At the time of the previous inspection, standards of attainment in geography were close to average by the end of Key Stages 1 and 2. It was not possible to observe any full geography lessons during the course of this inspection, so no overall judgement on the quality of teaching can be made. From the evidence of pupils' work in Key Stage 2, teaching appears to be at least sound, but the work set by teachers is not sufficiently matched to the range of abilities within their classes. In Key Stage 1, there was insufficient evidence from pupils' work to make a judgement about standards and pupils' achievement. In Key Stage 2, judgements are based upon looking at pupils' work, talking with pupils, studying displays around the school, and a discussion with the subject co-ordinator. Standards remain average by the end of Year 6 and pupils' achievement is satisfactory.
161. Pupils in Year 6 use a range of maps and locate significant places, such as continents, seas, mountains and major cities on a world map. They use four-figure grid references to support this work. Through their links with a school in Pakistan, they understand the effects on people's lives of living through earthquakes. They follow the course of the River Itchen and develop their understanding of the use of land along its banks and use geographical vocabulary, such as tributaries, confluence and channels. This is well supported by fieldwork when pupils visit St. Catherine's Hill as part of this study. However, in discussion with pupils, they find it difficult to recall topics that they have studied in previous years. This is because, when geography is not the focus of the termly topic, it is not taught in sufficient depth and there are long gaps between topics with geography as the focus. For example, in Years 3 and 4 there is no geography focus from the

summer half term to the following spring term. This reduces the systematic development of geographical skills in each year group. Lack of assessment procedures in the subject also contributes to this weaker area.

162. The subject makes a satisfactory contribution to the development of pupils' literacy and numeracy skills, but the use of information and communication technology to support the subject is underused. Even when pupils in Years 5 and 6 find information about the River Itchen from the Internet, they do not use it effectively in their study other than to simply print out pages.
163. The leadership and management of the subject are underdeveloped. The co-ordinator rightly recognises that she needs to develop her own knowledge of the subject in order to provide help and advice for teachers.
164. Areas for development:
 - develop the subject knowledge of the co-ordinator;
 - identify the knowledge and skills that will be taught to each year group and in which topic;
 - reduce the time between teaching geography units of work;
 - develop ways of recording what pupils know, understand and the skills acquired.

HISTORY

165. Standards in history are average by the end of Year 2. It is not possible to make a judgement about standards in Year 6, as pupils have not covered any history, so far, this year. However, discussions with pupils showed them to have sound recall of history they covered in Year 5. The history topic work covered in Years 3 and 4 was of sound quality. There have been significant improvements in the teaching of history since the last inspection, when the subject was judged not to meet statutory requirements in Years 1 and 2. A new policy and scheme of work have been introduced and all topics are taught using an investigative approach. Pupils' achievement is sound in Years 1 to 4. Pupils with special educational needs, and those with English as an additional language, receive appropriate support in class either from teachers or learning support assistants. This enables them to achieve as well as their classmates. There is no discernible difference in the progress of girls and boys.
166. Younger pupils, those in Years 1 and 2, learn about the changes that have taken place in domestic routines such as shopping and transport during the past one hundred years. Pupils have been given the opportunity to observe pictures and photographs carefully, and to arrange these sequentially to show how they have developed over time. They have compared various vehicles and drawn their modern day counterparts, showing they understand the transition from horse and cart to van or lorry. Pupils are currently examining the lives of famous people. They have studied the life and bravery of Grace Darling, and are comparing the work of Florence Nightingale and Mary Seacole during the Crimean War. They are beginning to explain why their work was so important and why it was that the work of Mary Seacole had gone relatively unrecognised for so long. However, it is difficult to see how early experiences can help pupils develop historical skills and knowledge as, in one of the curriculum plans, pupils go for five half-terms without covering a historical topic. This gives little time for the systematic development of skills and the acquisition of secure knowledge and understanding.
167. Past work for pupils in Years 3 and 4 shows that literacy was used effectively in their topic on the Vikings. They give valid reasons why the Vikings invaded and explain the changes and compare the life of a Viking child with their own. A visit from a 'Viking' man brought the project to life for them and it is clear that pupils eagerly examined clothes, weapons and utensils that he would have used, giving them a greater understanding of the period. A discussion with pupils in Years 5 and 6 showed that they have a sound recall of work covered about the Tudors, Romans and Ancient Egyptians. Discussions showed they have acquired a sound knowledge and through these topics have developed some of the key skills of understanding events and people and changes that have taken place. However, because history topics are only covered spasmodically it is difficult to see how key skills are systematically developed.

168. Only one lesson was observed during the inspection so it is not possible to make an overall judgement on the quality of teaching. However, from the work examined and the discussion with pupils it is clear that lessons are motivating and planned thoroughly to include interesting and challenging tasks although these are not always well matched to pupils' ability levels. Some worksheets are used, particularly in Years 3 and 4, but these are relevant and useful. Literacy is used well but there is little evidence of information and communication technology being used. Visits and visitors enhance the teaching of history. Pupils learn appropriately and, from their discussions, they appear to enjoy history.
169. The co-ordinator manages history satisfactorily. She has had little opportunity to monitor planning, pupils' work and teaching and learning to ensure that lessons meet the needs of all pupils, including those with special educational needs and pupils with English as an additional language. However, although the quality of work seen was sound, and some of it was good, there is insufficient time allocated to the subject for it to be taught in enough depth throughout the school.
170. Area for development:
- monitor the curriculum carefully to ensure the systematic development of historical skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

171. Attainment is below national expectations at the end of Year 2 and Year 6. Pupils with special educational needs, and those for whom English is an additional language, achieve similarly to the other pupils in their age group. There is little specialist support available, but teachers are careful to ensure that pupils understand instructions and are helped by their classmates.
172. Younger pupils use a computer mouse fairly confidently and accurately, and respond to instructions on screen appropriately, although they do take some time to interpret these. They are at an early stage of learning how to achieve specific outcomes, using menus and specific icons or hot links. Although relevant skills are taught effectively to a whole class, the pupils have relatively little time in which to practise on the computers. Because of this pupils are not yet reaching the required standards.
173. Older pupils have sound knowledge and skills in word-processing, although there is little evidence of them combining text and graphics. They are gaining useful knowledge about sensors, how they work and react, and to their practical applications in such equipment as security alarms and traffic lights. However, their knowledge and experience is below that required in some areas. They have had insufficient experience in handling data and some pupils are unsure about how to access files. Pupils have learned how to access the Internet and some, in Years 5 and 6, have used this successfully to download work connected with their topic on Earth and Space. However, this work has not been edited, which shows that pupils do not understand the processes of finding specific information in order to support their work.
174. Pupils are generally achieving less than they could. This is because they have not covered the curriculum in sufficient depth and their lack of basic knowledge hinders further progress. In addition, too little use is made of computers during lessons and, frequently, it is not programmed into the day's lesson plans. Computers are too often turned on and left unused. Pupils rarely use computers to support learning during literacy or numeracy sessions, and information and communication technology is not used sufficiently in all subjects across the curriculum.
175. Too few lessons were observed to give an overall judgement on teaching. However, in the few classes where the computers were in use, teachers were not always confident with the equipment and had to refer to notes and guidance throughout the lesson. Teachers and support staff tried hard to give clear explanations and back these up with appropriate questioning and guidance. This sometimes enabled pupils to find solutions for themselves, but often their lack of prior experience held them back. The organisation was such that some pupils had only just begun to understand a task, and were beginning to succeed at it, when they had to stop and let other pupils have their turn on the equipment. Teachers make good use of outside experts to assist when their own knowledge is insufficient. An employee of a local security firm gave a very good talk to pupils in Years 5 and 6, which held their interest, and meant they learned effectively about various kinds of security devices

which integrate sensor mechanisms, and how they work. The class teacher followed this talk up effectively, and ensured pupils understood, by focused questioning both during and after the lesson.

176. The subject is currently being managed by the headteacher until a suitably qualified and experienced co-ordinator can be appointed. The school has introduced a commercial scheme of work, much of which is textbook based, which enables teachers to plan lessons effectively and leads to knowledge and skills being taught systematically. However, pupils have too few opportunities to put the theory into practice, which means that their practical skills are unsatisfactory. The systems for assessing pupils' progress are not used consistently and this is also unsatisfactory. Little information is gathered and it is not yet being used effectively to plan further work, or to identify where the curriculum might be developed further. However, the school recognises the need to appoint a co-ordinator who will set a clear direction for the subject and provide colleagues with support that is greatly needed.
177. Although the school still has some way to go in raising standards, improvement since the last inspection has been sound. The curriculum now meets statutory requirements. Positive features are the installation of a good networked range of computers, the establishment of the Internet and a school intranet, and a realisation that continued training of staff will improve their own skills and their knowledge of how to teach the subject effectively. A solid foundation has been laid on which further improvement can be based, especially in the upper part of the school.
178. Areas for development:
- the appointment of a co-ordinator with sufficient expertise to support and advise staff;
 - improving staff expertise so that they are confident in both teaching and using the equipment;
 - enabling pupils to have sufficient time on the computers to develop and enhance their own computer skills, knowledge and understanding.

MUSIC

179. It was not possible to see the full range of music during the inspection; therefore it is not possible to make judgements on overall attainment at the end of both Key Stages 1 and 2. The lessons observed focused on the development of pupils' singing skills and were led by a visiting specialist teacher. At the end of Key Stages 1 and 2, pupils attain standards in singing which are in line with expectations. The achievements of all pupils in this area of their learning are satisfactory. The achievements of pupils with special educational needs, and those for whom English is an additional language, are satisfactory. They receive good encouragement to participate and develop confidence in lessons. The school has made satisfactory progress since the last inspection.
180. Pupils in Year 2 show that they can sing familiar songs well in unison, and can successfully sing in two parts. They are beginning to sing with a sense of shape of the melody, and show a sound sense of time when singing. However, they experience some difficulty when attempting to match a given pitch by the singing teacher. The singing of pupils in Years 3 and 4 captures the flavour of what they are singing well. When learning a Gospel song they show increasing perception. By the end of Year 6, the majority sing in tune with satisfactory expression. They have a secure sense of pulse, but show that they do not have the necessary experience to maintain their own parts strongly or understand how different parts of a song fit together to create a melodic performance. In assemblies, all groups of pupils sing well, with tuneful expression. Discussions with pupils, however, show that their knowledge of a range of musical skills and vocabulary is narrow.
181. The teaching observed during the inspection was consistently very good. The teacher used her considerable expertise to challenge and develop the pupils' understanding of how to use their voices harmoniously and melodically, at the same time ensuring that they understood the background of the songs they were learning. This helped them with their interpretations of the music. A particularly good feature was the discrete encouragement for all to participate, especially the older boys, who demonstrated an initial self-consciousness. Many of the pupils showed much joy in their learning.
182. As no teaching by the class teachers was observed, it is difficult to comment on the overall quality of teaching in the school. Visiting teachers provide good opportunities for pupils to learn instruments such as brass and woodwind. There are recorder groups for the pupils of different

ages, and the older group of recorder players show that they perform with confidence and skill. There are sufficient opportunities for pupils to perform. The school choir performs for special events, such as the Mayor's carol service, and pupils take part in school productions and local events. There are regular opportunities for musical appreciation in assemblies, when pupils listen to different music each week, as they enter and leave the hall. Although pupils are informed about what they are listening to, opportunities to invite their responses are missed. Pupils have sound recall of music they have experienced from a wide range of cultures, although they have a limited knowledge of western composers. Music makes a sound contribution to pupils' spiritual, social and cultural development.

183. Currently, the headteacher is overseeing the subject, which has been identified in the school improvement plan as a priority for development. A new scheme of work is currently being introduced, based on a published scheme, and this provides the essential benchmark for the progression of skills and knowledge on which teachers can base their planning. As yet, there are no consistently applied procedures for the assessment of pupils' attainment. All pupils have access to the music curriculum. The potential for the use of information and communication technology has not yet been fully explored for extending learning in the subject, although it is used for recording purposes. The library and Internet are used for seeking information, for example, on composers. There is a good supply of resources, and the spacious accommodation of the music room makes a good contribution to pupils' learning.
184. Areas for development:
- monitor planning and teaching in line with the new scheme of work, in order to promote the levels of confidence and expertise of both staff and pupils;
 - develop effective procedures for assessment, so that knowledge and skills of the pupils can be built upon effectively.

PHYSICAL EDUCATION

185. Standards in physical education are average at the end of Key Stages 1 and 2. Pupils make sound progress throughout the school. Those pupils with special educational needs make sound progress, because they are supported well in lessons by learning support assistants and class teachers. The small number of pupils for whom English is an additional language make similar progress to their classmates. The level of language they have acquired is sufficient to enable them to participate fully in lessons. All pupils dress appropriately for physical education activities.
186. The school has maintained a similar provision for physical education as that reported at the last inspection. However, standards were reported to be above average at the end of Key Stage 2 at the last inspection, but this was based on a much greater number of lesson observations than was possible during the present inspection.
187. Pupils in Year 2 have a clear understanding of the reasons for undertaking a warm-up before engaging in vigorous physical activity. They know that the heart is stimulated during the warm up session. Pupils use the hall space well during dance lessons when creating their own movements to simulate the action of leaves falling from trees. In partner activities, there are good levels of co-operation, when pupils produce mirrored actions to interpret weather conditions. Pupils listen attentively to teachers' explanations, but could be more involved in evaluating the performance of others in the class.
188. In Year 6, pupils practise gymnastic movements, refining their actions at three different levels; high, medium and low. In pairs, they produce matched sequences, building on the skills developed earlier in the lesson. There are good levels of collaboration and pupils use their initiative well. There are opportunities for self and group evaluation, but there is some reluctance by pupils to contribute. Pupils have a good understanding of the need for regular exercise to remain healthy and compile a list of suitable activities in 'brainstorming' sessions. From the evidence provided by the school and the conclusion drawn from discussions with pupils, standards in swimming are judged to be broadly average. Pupils in Year 4 attend lessons at the local leisure centre. The vast majority have learnt to swim by the end of a ten-week course, and almost half have reached the national average standard by swimming 25 metres. They understand the basic principles of water safety and are becoming competent in 'treading water'.

189. It is not possible to make an overall judgement on the quality of teaching and learning, because an insufficient number of lessons were observed during the inspection. Of those observed, the majority were good. Generally, teachers have a good knowledge of the subject and provide pupils with good levels of understanding; especially in matters related to health education. Classes are well managed and, as a result, pupils listen well and follow teachers' instructions, a good example being during a lesson in Years 5 and 6; when, on the instruction 'freeze', the pupils stopped, held their position, and focused their attention on the teacher, ready to implement the next phase of the lesson. Learning support assistants are used effectively to enhance pupils' learning.
190. Teachers' planning is generally satisfactory, but some lesson objectives are vague and do not focus clearly enough on what the teacher expects to achieve by the end of the lesson. There is a good range of learning opportunities which give pupils an opportunity to develop their skills in a variety of games. However, too little thought is given to the systematic build up of skills in the whole school planning. A strong emphasis is placed on working together and building up team spirit. All pupils are fully included in activities. This has a positive impact on pupils' social and moral development. Provision for extra-curricular activities is good and this enables many pupils to perform at a higher level.
191. There have been several changes in the management and this has slowed progress in the development of the subject. The monitoring of standards of pupils' performance in lessons has been undertaken periodically in the past, but there is no programme in place at present. However, there is an action plan to develop the subject and a new, enthusiastic co-ordinator who hopes to give the subject greater momentum.
192. Areas for development:
- devise a whole-school scheme of work, which indicates the skills to be acquired by pupils as they progress through the school;
 - introduce a system to monitor the quality of teaching and learning in physical education lessons.

RELIGIOUS EDUCATION

193. By the end of Key Stages 1 and 2, pupils attain standards that are broadly in line with the expectations of the Locally Agreed Syllabus. Their achievements are satisfactory. The pupils with special educational needs also make sound progress. The small number of pupils for whom English is an additional language achieve satisfactorily. They are soundly supported in their learning, particularly in Years 5 and 6.
194. At the end of Year 2, pupils have a sound recall of familiar stories from the Bible. They confidently re-tell the story of Noah, and the higher-attaining pupils begin to understand the symbolism of baptism, after hearing the story of Jesus and John the Baptist. They understand the significance of the Christmas story and know why the cross is a special symbol to Christians. Their knowledge of other beliefs is extended by their work on Hinduism, but, for some pupils, the lack of a wide vocabulary hampers their ability to confidently describe what they know. They are beginning to understand how and why they should care for others, by thinking of how they can be helpful or why they should say sorry. Pupils in Year 6 carefully extend their knowledge and understanding of Christianity, successfully undertaking such tasks as comparing the gospel accounts of the events of Christmas. They have a sound knowledge of other beliefs such as Sikhism, and higher-attaining pupils express carefully their feelings on why it is important to understand the beliefs of others. They appreciate the value of buildings as a place of worship, through useful visits. Such visits contribute much to their ability to express their feelings of appreciation and respect, one pupil stating that their visit to a church made him feel *'as a part of God.'*
195. Teaching is satisfactory overall. It is consistently satisfactory for pupils in Key Stage 1, but in Key Stage 2 it varies from satisfactory to very good. The teaching seen in a lesson in Years 5 and 6 was very good, because the lesson began in an atmosphere of peace and tranquillity, which prepared the pupils for quiet reflection and discussion. There was an effective blend of the learning of new knowledge and the discussion of feelings, where the ideas of all pupils were valued. Teaching was specific in what pupils were required to learn, and this was shared with pupils.

Strategies such as this have a consequent positive effect on pupils' responses to what they are learning, and lead to keen participation. Where teaching is satisfactory, teachers have sufficient knowledge to deliver the content of the prepared lesson, and stories are recounted in an engaging manner, but opportunities are missed to encourage worthwhile discussion of pupils' ideas. Lessons do not take place in an atmosphere conducive to quiet thought and reflection, at times disturbed by noise from adjoining rooms. Pupils are not, therefore, wholly involved in their tasks. In other lessons, the pace is slow and lessons lack excitement, which results in a lack of challenge for pupils.

196. A weakness described in the previous inspection was the lack of artefacts to support pupils' learning of world religions. This has been rectified, and there is now a good range to make learning more meaningful for pupils. Work in religious education makes a sound contribution to the development of the pupils' literacy skills. Satisfactory opportunities are made overall for different forms of writing, and there are frequently good opportunities for the older pupils of the school, who use writing well for personal reflection, factual recall, comparisons and labelled diagrams. The use of information and communication technology is not yet fully developed to support significant learning in the subject. The subject makes a good contribution to pupils' personal development, through an understanding of moral issues and the respect for others feelings and beliefs. It is variable in its contribution for the development of pupils' ability to reflect and consider issues and values of importance, as this is dependent on the quality of the teaching.
197. The coordinator of the subject is well qualified, knowledgeable and enthusiastic. She has provided good guidance for teachers in the development of a comprehensive scheme of work. She has initiated guidance for the improvement in spiritual development within the subject and supports teachers with their planning. There is, as yet, no assessment or recording of pupils' progress, and the coordinator has identified this as a priority for development.
198. Areas for development:
 - ensure that there are worthwhile opportunities in all lessons for pupils to discuss and reflect on the ideas and themes presented to them;
 - develop effective procedures for assessment to ensure progression in pupils' knowledge and understanding.