

INSPECTION REPORT

ECCHINSWELL AND SYDMONTON CHURCH OF ENGLAND PRIMARY SCHOOL

Ecchinswell, Newbury

LEA area: Hampshire

Unique reference number: 116285

Headteacher: Russell Palmer

Reporting inspector: Raymond Jardine
7428

Date of inspection: 17 – 20 February 2003

Inspection number: 247636

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed

School address:	Ecchinswell Newbury
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Appropriate authority:	The governing body
Name of chair of governors:	Romilla Arber

Date of previous inspection:	13 October 1997
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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7428	Raymond Jardine	Registered inspector	Science Information and communication technology Design and technology Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9837	Roy Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
26519	Margaret Hatfield	Team inspector	Mathematics History Music Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
21034	Stewart Smith	Team inspector	English Art and design Geography Religious education Special educational needs	How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ecchinswell and Sydmonton Primary School is a voluntary-controlled Church of England school situated in the village of Ecchninswell near Newbury. The school is smaller than primary schools nationally. Of the 116 pupils on roll, four fifths come from housing association estates in the nearby village of Bishops Green and the remainder from the village of Ecchinswell. There are more boys than girls in the school, almost all the pupils are of white UK heritage and none have English as an additional language. Levels of social deprivation are considerable amongst many of the pupils' families, although there are currently 15 pupils (12.9 per cent) eligible for free school meals. The proportions of pupils coming into the school or leaving mid-year are also significantly above the average. The number of pupils with special educational needs is well above average. Of the 44 pupils on the register, 12 receive additional support through outside agencies and one of these has a Statement of Special Educational Need. Of these, six have dyslexic tendencies, five moderate learning difficulties and one, emotional and behavioural. Pupils' attainment on entry to the school is wide ranging but overall, is low in most areas of learning, particularly in their language, social and emotional development.

HOW GOOD THE SCHOOL IS

This is an effective school. The school's climate is warm, welcoming and relationships very good. Teachers and support staff are dedicated, work closely and the teaching is good throughout. As a result, pupils of all abilities enjoy learning and achieve well in a range of subjects. The headteacher provides good leadership and direction for the school that has led to substantial improvements in recent years. Taking account of the relatively high spending per pupil, the school provides satisfactory value for money.

What the school does well

- Pupils achieve well in a number of subjects, including reading, mathematics and science.
- Pupils feel secure, have positive attitudes and behave well because teachers and support staff manage them very effectively and relationships are very good.
- Teaching is good throughout the school. Lessons are interesting, planned well and pupils are encouraged to think and explain through effective questioning.
- Pupils with special educational needs achieve well because the provision made for them, especially the work of teaching assistants and the co-ordinator, is very good.
- The curriculum is enriched by a very good contribution from the wider community to pupils' learning through residential and other visits, speakers and extra-curricular activities.

What could be improved

- Standards of writing are too low and pupils' vocabulary not developed sufficiently (*this is a current priority in the school's development plan*).
- Information and communication technology is not used enough in most subjects and pupils' basic skills are underdeveloped.
- Pupils' do not build on their scientific or geographical enquiry skills sufficiently as they move through the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since then, good progress has been made in addressing the weaknesses identified and standards have risen substantially. There have been considerable improvements to curriculum plans and these are now good. Teaching quality has improved as a result of the closer monitoring and support provided and pupils are assessed and monitored more effectively in key subjects. Behaviour is much improved as procedures for managing and monitoring behaviour are consistent. Many of these improvements have come about as a result of the headteacher's good leadership in addressing these weaknesses. The staff's confidence and expectations are much higher, they work closely together and their commitment to further improvements is good.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The table shows that in 2002, 11 year olds' standards were well below those nationally in English, but in line in mathematics and science. In relation to schools in similar socio-economic circumstances, English standards were in the lowest five per cent nationally, while those for mathematics and science were average. However, when compared to those in schools that four years previously had similar standards at the age of seven, standards at the school were well above average in mathematics and science with a good proportion gaining above the expected levels. By contrast, standards in English were well below. The school fell a little short of its targets for both English and mathematics and English standards dipped in 2002 compared to the previous year. Overall in the past three years, the school's standards have been rising at a rate above the national trend, for which it has received two National Achievement Awards. The standards of seven year olds in 2002 were well below those nationally in reading, writing and mathematics. In relation to similar schools, standards were also well below average in mathematics and in the lowest five per cent in reading and writing. Standards have remained well below average for the past three years.

Pupils' standards by the age of 11 seen during the inspection, are about the national average in mathematics and science, although their scientific enquiry skills are not as well developed as their knowledge and understanding of facts and principles. Standards in English are below average. Within this, pupils' reading is average while their writing is well below. Seven year olds reach below average standards in reading, mathematics and science and well below in writing. Taking account of their attainment on entry, pupils achieve well in mathematics, science and reading, including those with special educational needs and the more able, gifted and talented. Those in the Foundation Stage make good progress in most areas of learning and very good in personal, social and emotional development. However, few are likely to reach many of the goals for learning expected by the end of the Foundation

Stage. Pupils also achieve well in music, history, and physical education. Their achievements in other subjects are satisfactory except in some aspects of information and communication technology and geography where they are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn. They take a pride in their school and their work. They settle quickly to their tasks and sustain concentration well.
Behaviour, in and out of classrooms	Good. Pupils' behaviour both in lessons and around the school is good. They are respectful and polite to one another and to adults.
Personal development and relationships	Relationships are very good and are built on friendship and warmth between pupils and teachers. Pupils' personal development is good, although there are too few opportunities for additional responsibilities. Boys and girls play and work happily together.
Attendance	Satisfactory. However, unauthorised absence is well above the national average because of a very small number of families not seeking approval for absences taken in term time.

TEACHING AND LEARNING

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

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

Teaching and learning is good, and some, very good throughout the school; none is unsatisfactory. The teaching of English and mathematics is good, especially reading and numeracy. The national strategies for literacy and numeracy have been fully implemented, their impact on teaching and pupils' learning monitored and adaptations made in consequence. Lessons are interesting, planned well and engage pupils' interest and enthusiasm. Good use is made of questioning so that pupils recall what they have learned and are expected to reason and explain. Lessons are well structured and develop the key themes through good activities that are usually adapted for pupils' different abilities. A particular strength is their relationships and management of pupils so that they behave well, sustain concentration and learn at a good pace. In some lessons, discussions extend for too long so that some pupils become restless and the pace slows, but the closing sequences often re-enforce the key learning points well.

Teachers and their assistants meet pupils' needs well using a variety of strategies. Support assistants are well trained and work in partnership with teachers when supporting groups and individuals, both within lessons and in focused sessions away from the class. As a result, pupils with special educational needs learn well. More able pupils are appropriately challenged by the tasks given and in whole-class questioning. However, opportunities are sometimes missed to practise enquiry skills in science and geography that could extend the more able in particular. Homework is set regularly and marking is generally good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school makes very good use of the wider community to enliven the curriculum and there is a very good range of clubs and activities outside school hours.
Provision for pupils with special educational needs	Very good. Teaching assistants support these pupils well, both in and out of classrooms. The co-ordinator provides very good leadership. Pupils' education plans are detailed, clear and reviewed regularly with parents.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Provision for pupils' social and moral development is very good. They learn to respect the feelings and values of others and relate well to each other. Provision for pupils' spiritual development is good and for their cultural development, satisfactory.
How well the school cares for its pupils	Well. The school provides a secure and caring environment in which pupils are able to concentrate on learning. Teachers know pupils very well and use all opportunities to boost their confidence and self-esteem. Procedures for assessing pupils' attainment and progress are good and used well to monitor their progress.

Parents are kept well informed about their children's progress and about life at the school through regular reports and newsletters and are encouraged to play a full part in the education of their children.

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 direction that has brought about many improvements. Curriculum and subject leaders are effective and work closely to support each other well.
How well the governors fulfil their responsibilities	Satisfactory. Governors support and know the school well and they visit regularly. They carry out their statutory duties conscientiously, although they are not yet challenging the school's actions in areas for development to hold it sufficiently to account.
The school's evaluation of its performance	Good. Teaching is monitored and supported and pupils' standards analysed and actions taken. The school's development plan has appropriate priorities but needs extending over a longer period.
The strategic use of resources	Good. Financial controls and monitoring are sound and resources directed to appropriate priorities in the school's development plan. Specific grants are used effectively for their

	designated purposes.
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Teachers are adequate in number and there is good provision of support staff who are well trained and very committed. Accommodation is adequate with good outside play facilities. Resources meet curriculum needs well in most subjects, except for information and communication technology. The school satisfactorily applies best value principles. It seeks good value for money in its purchases and challenges its provision, especially teaching, well. Staff, governors and the wider community are consulted regularly but the school is not using national benchmarks effectively to compare and evaluate its standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children behave well and most like school. • Teachers expect pupils to work hard and they make good progress. • Teaching is good and staff approachable. • The school is well led and managed. • Parents are kept well informed of their children's progress. • The school works closely with parents and is helping their children to mature. 	<ul style="list-style-type: none"> • A minority think homework is not consistently set. • A small minority would like to see more extra-curricular activities and clubs for younger children.

Inspectors agree with parents' positive views of the school, but disagree with their views on lack of activities outside lessons and homework, which they judge to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to school is very wide-ranging and varies from year to year. Overall, it is low in most of the areas of learning, particularly communication, language and literacy, mathematical development and personal, social and emotional development. This is confirmed by the school's initial assessments conducted when children start school. A significant number of children has personal, social, emotional, speech and hearing problems, affecting not only language development but general development in other areas of learning. The current Year 6 has a larger proportion of pupils with special educational needs than other years.
2. Children's achievement in the Foundation Stage is good, as a result of the overall good teaching in the reception class. By the end of the Foundation Stage most children's attainment is likely to be well below the expected levels for their age in the areas of learning of communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In physical development, standards on entry are below expectations and by the end of the reception year, most achieve well and are set to attain many of the Early Learning Goals. In personal, social and emotional development, children achieve very well and many are likely to attain slightly below the Early Learning Goals by the end of the Foundation Stage, as a result of the very good teaching in this area.
3. The numbers of pupils taking national tests each year at the school is relatively small so that standards compared to schools nationally may fluctuate substantially from year to year. In 2002, pupils' standards in the national tests for seven year olds were well below the national average in reading, writing and mathematics. When compared to those of similar schools, standards were also well below average in mathematics and in the lowest five per cent in reading and writing. Over the past three years, standards in all these subjects have remained well below the national average. There has been little difference in the attainment of boys and girls over that period.
4. The picture of standards by the time pupils leave the school at the age of 11 is better. In the national tests for 11 year olds in 2002, standards were in line with those nationally in mathematics and science but were well below in English, the latter of which dipped compared to the previous year when they were in line. Comparisons with schools in similar socio-economic circumstances show a similar pattern. However, when compared with those in schools that four years previously had similar standards, pupils achieved very well in mathematics and science but underachieved in English. An above average proportion of pupils also achieved higher levels of attainment in mathematics and science. The school fell a little short of its targets for both English and mathematics in 2002. However, over the past three years, pupils' overall standards have been rising at a rate above the national trend, especially in mathematics and science. The school has for the past two years won National Achievement Awards in recognition of these rising standards. It is targeting a further improvement in standards for next year. There is no pattern of difference in the achievements of boys and girls in recent years.
5. Inspection findings confirm that standards by the age of 11 are being maintained. Pupils attain average standards in mathematics and science, although their knowledge and understanding of key facts and principles in science are better than their scientific

enquiry skills. In English, pupils' standards are below average by the age of 11 but within this, their reading standards are significantly better than their writing. By the age of seven, pupils' standards are below average in reading, mathematics and science while they are well below in writing. Taking account of pupils' low attainment in critical areas on entry to the school, they achieve well, especially in mathematics where the implementation of the National Numeracy Strategy is particularly effective.

6. These good achievements in recent years have come about as a result of a number of developments. Teaching and learning have improved as a result of improved curriculum plans and effective monitoring and support. The school is also making more effective use of assessment information to guide teaching, especially of pupils with special educational needs. Class sizes are relatively small and support from class assistants substantial and effective. Relationships throughout the school and pupils' attitudes and behaviour have improved considerably as a result of the effective way they are managed and supported by teachers and their support assistants.
7. Pupils' speaking and listening skills develop well as they move through the school. They listen to adults and other pupils, show interest and sustain concentration. They speak more confidently as they mature but with very limited vocabulary that frustrates their enthusiasm. Reading skills develop well. By the age of 11 most pupils read fluently and respond to texts appropriately but their writing is much less developed and is well below average. Most struggle to record their ideas in sentences by Year 2. By Year 4, few write more complex sentences using words chosen for variety and interest. By Year 6, most have mastered basic punctuation and sentence structure and are writing in a range of forms, although their vocabulary is underdeveloped and opportunities missed to write more extensively in some subjects such as history.
8. Pupils' numeracy develops well. Most seven year olds have a good knowledge of place value to 100. Many are able to solve number problems in time, money and number in real life situations. They progress well in their learning and by Year 6 most are confident in all four basic operations. The more able multiply three digit numbers by two digit numbers and check their results against sensible estimations. Pupils develop a growing understanding of fractions and percentages and their use in everyday situations such as discounts on the price of articles for sale. They apply their skills within most subjects.
9. Pupils', including the more able, achieve well in most aspects of science. Standards by Year 6 are about average in their knowledge and understanding of facts and principles. While most can plan and carry out a fair test, few acquire higher skills; for example, when considering evidence and suggesting improvements to their methods. Pupils' knowledge and skills in information and communication technology develop satisfactorily in their ability to research and present information and combine text and images. However, some basic skills and aspects such as processing and presenting data graphically, controlling devices and using sensors to gather data are underdeveloped and information and communication technology is not used sufficiently within most subjects.
10. Pupils achieve well in history, music and physical education but their achievements in geography, particularly enquiry skills, are unsatisfactory. More able pupils and those gifted and talented, achieve well throughout the school, partly as a result of the many opportunities provided by the school in sport and music, for example, by competing in national rugby tournaments and singing in the school's very good choir. Pupils on the school's special educational needs register are well supported and make good progress in relation to their starting points and to the targets set out in their individual

education plans. In a number of cases, pupils have multiple and quite complex needs. Although these particular pupils sometimes make only modest gains in relation to the National Curriculum criteria, their achievements represent significant advances in their own learning. There was no difference in the achievements of boys and girls noted during the inspection.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour and personal development have all improved since the previous inspection.
12. Pupils' attitudes to learning are good. The school has created a positive atmosphere in which pupils have good attitudes to learning and like being at school. On arrival at school, younger pupils play contentedly whilst older pupils get on with preparation for the day. The school's climate is very valuing and because of this pupils feel confident to contribute to lessons knowing that their views will be taken into account. They enjoy and are keen to participate in the many extra-curricular activities offered by the school, with over half of them enrolling for the school choir. When working in pairs or groups, equipment and information are shared unselfishly and safely. The great majority of parents responding to the pre-inspection questionnaire agreed with inspection findings that their children enjoy being at school.
13. Behaviour in lessons and around the school has improved since the last inspection and is now good. Pupils show respect for their teachers and other adults and understand what is expected of them. The great majority follow the school's rules, which they themselves have helped to create. When instances of poor behaviour do occur these are dealt with effectively by teachers and incidents are not allowed to disrupt the learning of others. Pupils are confident to approach adults with any worries they might have and are willing to listen to what others might say. Few incidents of bullying have occurred. Parents say that staff deal with these quickly and effectively and inspectors agree. There have been no fixed or permanent exclusions in recent years and only one fixed term this year, for bad behaviour. This was managed in line with the school's policy and the pupil quickly reintegrated into school life.
14. Pupils' personal development is good and there are some very good features. They like their teachers and teaching assistants and feel well cared for. In lessons, they help and support each other in group work and other activities. Pupils display interest and respect for each other's feelings and ideas and work well alongside those with special educational needs. Many opportunities are provided to develop pupils' self-esteem, for example by becoming a member of one of the school sports teams or being congratulated for producing a good effort or piece of work at the headteacher's weekly celebration assembly. The school organises residential visits for Years 4 (having an environmental theme) and 6 (having an adventure theme) which enhance pupils' confidence and independence. Pupils are encouraged to articulate their own beliefs and views by also taking part in discussion groups, and class feedback sessions enable them to share their thoughts and experiences with each other. They like being given responsibility and act sensibly when trust is placed in them. For instance, the school has recently introduced a House System and the role of team captains is taken very seriously by those involved. Older pupils also enjoy looking after younger ones during playtimes. Opportunities such as these should be developed further to help enhance pupils' initiative and responsibility.
15. Relationships in the school are very good. Staff provide very good role models for pupils in the way they relate to others and set a caring tone in the school. Pupils

respond well to this and demonstrate thoughtful sensitive attitudes to each other. They work well together in pairs or larger groups. Older pupils in particular show sensitivity towards others and organise themselves extremely well.

16. Attendance rates are satisfactory. The school creates a happy and welcoming environment, which encourages good attendance in pupils, and the registration process sets a good tone for the whole day. Pupils settle to work quickly and quietly at the start of sessions and staff treat latecomers seriously. Consequently, timekeeping during the school day is generally good, with lessons starting and ending promptly. Registers are well maintained and controlled, and comply fully with all the statutory requirements. The school is aware that it has higher than normal unauthorised absences due to a small number of families not responding appropriately to school procedures and is working with outside agencies to address them.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are good throughout the school. Over two thirds of lessons are good or better and there are none that are unsatisfactory. This is an improvement since the last inspection when teaching was mainly satisfactory with a significant proportion less than satisfactory. Parents also think the teaching good. While several staff are new to the school since the last inspection, these improvements have also come about through effective monitoring and support by the headteacher and the leaders of national strategies for literacy and numeracy. Teaching in most subjects is good except that of art and information and communication technology where it is mainly satisfactory.
18. The National Literacy and Numeracy Strategies have been fully implemented and adapted to the school's needs. The school's own monitoring of pupils' work has revealed some weaknesses in their implementation that have been acted on promptly, for example, to address relative weaknesses in using and applying mathematics. Opportunities are provided for more extended writing in some subjects and missed in others such as history. However, pupils enter the school with very limited language and communication skills but teachers are not systematically emphasising the acquisition of new technical terms in most subjects in their planning and teaching, for example, by displaying them on the board, around the classroom and in activity sheets for pupils to use. In mathematics, this practice is more consistent and effective.
19. The quality of teaching in the Foundation Stage is good and has improved since the previous inspection. Foundation Stage children are taught separately as a reception class every morning. In the afternoons, they are joined by 14 Year 1 pupils and are then taught as a 'mixed' age class. Lesson planning is effective, with detailed learning objectives, based firmly on the areas of learning and Early Learning Goals. Teachers and their assistants work very well together, have high expectations and manage children very well so that they try hard. There is very good teaching of personal, social and emotional development. Relationships between children and adults are very good, contributing to pupils' very good behaviour and attitudes and their good achievement, including those with special educational needs.
20. The teaching of basic skills is satisfactory. There are strengths in the emphasis put on daily reading and home-school support for it from parents. Numeracy skills are also developed well both within mathematics lessons and across other subjects. While pupils are taught basic skills in information and communication technology well, their learning is slowed by limited access to computers to enable them to practise and apply these skills in subjects. Opportunities to practise scientific and geographical enquiry skills are sometimes missed, especially in later years and for more able pupils. For

example, pupils sometimes draw conclusions from evidence in science without also considering its strength and range, explaining anomalies and suggesting improvements to their methods.

21. Lessons are generally well planned, with clear objectives and stimulating contexts that engage pupils' interest. Teachers use questioning well in the opening part of lessons so that pupils of all abilities can show what they have learned. They are encouraged to explain their reasoning, especially in the introductory parts of mathematics and science lessons. For example, Year 2 and 3 pupils suggested reasons why plants left in the dark for a period became yellow and misshapen. Teachers are careful to engage pupils of different abilities in class discussions and their assistants help those with special educational needs to play their full part. Pupils' ability to sustain concentration is good, but even so, in some lessons, class discussions on the carpet are too long so that some pupils become unsettled.
22. Teaching methods are generally well chosen for the planned learning and take account of pupils' different abilities and needs, including those with special educational needs. Day-to-day assessments, especially those made by teaching assistants relating to pupils' individual learning plans, are used well to guide the next stage in their learning. In the better lessons, group and individual tasks extend the learning from the opening sequence well. Teachers often group pupils by prior attainment and adapt activities to their needs so that all learn effectively. Resources are used well to illustrate and explore new ideas. The closing sequences to lessons are well conducted to summarise and re-enforce pupils' learning. These approaches are particularly effective in mathematics. In one lesson, Year 1 pupils developed their learning about features of two and three dimensional shapes such as rectangles, cones and cylinders through a range of very well chosen and stimulating activities, graded in difficulty that included making such shapes with play-dough, constructing a house using regular shaped fuzzy felt and describing the features of each shape they made.
23. A particular strength in the teaching is the way teachers use their very good knowledge of pupils to manage them very well. Relationships between pupils and with teachers are very good. As a result, very little time is lost in managing challenging behaviour and on the few occasions when it is necessary, teachers deal with the situation very sensitively, using their knowledge of those pupils to help them reflect on their behaviour and its impact on others.
24. The teaching and learning of pupils with special educational needs are good and particularly effective in literacy where the pupils often benefit from additional adult support within the classroom and from tasks that are tailored to meet their learning needs. The teacher's use of open ended literacy questioning, engages all pupils in the learning intention and a feature of lessons in Years 1, 2 and 3 are the informative observation notes of the very effective support assistants. In some cases, pupils are withdrawn during part of the literacy hour to work in a small group with a trained teaching assistant. These sessions, too, are effective in helping pupils to make good progress. Pupils in such groups have similar targets in their education plans, and work is focused specifically on identified areas of weakness. Regularly, these pupils and all pupils also benefit from one-to-one support from a teaching assistant or other adult helper, for example to help them with their reading, to provide specific therapy required in their statements or education plans, and, sometimes, to give them short periods of quiet and privacy away from their peers, specifically in anger management counselling. In mathematics, pupils with special educational needs benefit from working within groups of similar ability where work can be made more accessible to them and where tasks set for independent work are matched to their capabilities.

25. Teachers set homework regularly and appropriately. In Years 1, 2 and 3, these focus mainly on reading, spelling and numeracy. In later years, the work is more varied and extends learning in lessons appropriately. Pupils' work is marked and assessed, especially homework, and teachers provide useful written and oral feedback to help pupils improve.

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

26. Curricular provision for both infant and junior pupils is good, an improvement since the last inspection. It meets statutory requirements for the National Curriculum and for the locally agreed syllabus for religious education. The breadth, balance and relevance of the whole curriculum are good. The provision of a wealth of sporting and creative opportunities outside normal school hours and a wide range of visits and visitors supplement pupils' experiences and support the curriculum well.
27. The previous report highlighted the need to raise standards in a number of subjects where curriculum plans and provision was unsatisfactory. Planning is now effective in most of these. However, there are still some areas that need further development; in writing and in science and geography enquiry skills. Information and communication technology is not used sufficiently within most subjects and there are some aspects of it that do not feature strongly enough.
28. The Foundation Stage curriculum for reception children is good. It has improved since the last inspection when there were weaknesses. It is broad, balanced, covers all the recommended areas of learning and links smoothly with the infant National Curriculum. There is a good balance of individual choice and guided activities, leading to greater independence. Staff offer useful pre-school home visits and their partnership with parents is very positive. Very good liaison between the reception class and local pre-school providers ensures a smooth entry into school for most children. Children with special educational needs are identified early and are very well supported by teachers and their assistants who work closely together.
29. The quality of curriculum planning is good. Effective use is made of nationally available planning guidance to supplement the school's own programmes of work. Long-term plans include topics in a two-year cycle to address the needs of pupils in mixed age classes. The National Literacy Strategy is in place. Although strategies for teaching reading are good, those for writing should be further strengthened, particularly in introducing new vocabulary and improving spelling. The National Numeracy Strategy has been implemented well. The school has identified pupils' use and application of mathematical skills as an area on which to place more emphasis. Numeracy skills are effectively used to support other subjects, for instance, in using history 'time lines' and in data handling in science. Pupils in Years 4, 5 and 6 are taught in prior attainment 'sets' for English and mathematics and this strategy is proving effective. Valuable additional support is provided through extra literacy and mathematics support groups where needed. The school encourages and supports parents' involvement in their children's education through organising curriculum events and by sending curriculum information home every term.
30. Careful attention is given to ensuring pupils have equality of access to the curriculum. For example, pupils' use of resources such as computers is monitored and appropriate support is provided to address potential barriers to learning, both within the school and with the support of outside agencies. Provision for pupils with special educational needs is very good. Both the special educational needs co-ordinator (SENCO) and

special educational needs assistants are well qualified and experienced in their work. Teaching assistants give appropriate and effective support to those pupils on the school's special educational needs register both within class and to those withdrawn for short periods to work on specific tasks related to the targets in their individual education plans.

31. Professional contacts between the school and external agencies are very constructive. The SENCO works particularly hard to involve the parents at every stage. Case notes, letters and individual education plans show the extent to which parents are included. The SENCO and special educational needs teaching assistants advise their teacher colleagues on a regular basis, for example with planning, assessments and resources and work closely with them when setting targets and reviewing pupils' education plans. Individual education plans set out very clear, accessible but challenging targets. All statutory requirements with regard to special educational needs provision, are fully met. The special educational needs governor is new to her role and the governing body has appropriate oversight of provision. The SENCO provides staff training and advice and with the headteacher, supports staff effectively in their endeavours to provide well for pupils with special educational needs.
32. The school provides a wealth of extra-curricular activities. These include a very good range of sporting, artistic and creative after school clubs. They are organised by staff, very well attended by pupils and very effectively enrich the curriculum. Every effort is made to include all pupils by organising transport, if needed. Pupils enjoy a variety of activities such as rugby and football coaching and rocket science. Very good use is made of an extensive range of visits, for example, to Cholderton Rare Breeds Farm, as well as residential visits to Minstead for Year 4 pupils, and Privet for pupils in Years 5 and 6. The rugby team experienced a three day visit to Liverpool, to play in a tournament representing the county. Pupils benefit from visitors, such as musicians, theatre companies and community members. They enjoy events, including rugby coaching, sports days and competitions with local cluster schools, area music festivals and workshops, school performances and annual fetes. This very good provision supplements the curriculum and enhances the quality of pupils' education and experience.
33. Good provision is made for pupils' personal, social and health education, an improvement since the previous inspection. A helpful policy and well-planned programme of work ensure that this aspect is addressed effectively across the school, demonstrated well when infants write about 'Down with Bullying'. Juniors study and record their findings about anti-social behaviour and 'Responsibilities of family life'. Effective provision is made for pupils' awareness of drugs misuse and for sex and relationships education, through science lessons and the personal, social and health education programme. Very good community links, extra-curricular provision and a wealth of opportunities to take part in many visits and events, effectively support pupils' personal and social development and their understanding of citizenship. A particularly effective initiative is the very good contribution from the police 'Getting It Right Officer' who visits half-termly to speak to each class about issues, such as 'bullying' and 'vandalism'.
34. Links with the community have improved substantially since the last inspection and are now very good. The school is a major focal point in the community. Church links are strong and the local vicar takes a weekly assembly. Pupils attend church to participate in celebration performances, for example, in Christmas, Easter and Summer school productions, and for special concerts. Many members of the community visit school to support pupils' learning, for example, to talk to pupils about childhood in the early part of

the last century, and to speak about 'old toys' when supporting the history curriculum. Governors and parents come into school regularly to support pupils' reading. Pupils were enthused by a visit from ex-pupils who had attended the school as evacuees during World War II. The school also works closely with the community to hold an annual summer 'Village Fete', jointly organising activities and sharing any profit made.

35. The school has good links with its partner secondary school. Effective induction days are held for Year 6 pupils, and Year 5 pupils enjoy a 'taster' day, a year before entry. Parents are happy with the smooth transition to secondary school. Positive curricular links are developing, for example, through junior sports afternoons, music workshop days, and events for higher attaining pupils, such as 'Challenging Able Pupils' held at the secondary school. The school maintains very positive links with local primary schools; for example, participating in area inter-school games, athletic activities and music festivals and workshops.
36. Provision for pupils' overall personal development is good. The very good relationships within the school and the atmosphere of praise, trust and mutual respect, which permeates the whole school underpins its good provision for pupils' personal and spiritual development. The school functions on secure partnerships and teamwork with a strong sense of belonging, which is promoted in all lessons and in assemblies. Special occasions and achievement assemblies convey a sense of corporate pride and serve to further enhance pupils' self esteem.
37. Spiritual development is good. Assemblies have a central part to play in offering powerful opportunities to reflect on spiritual matters. For example, pupils in Years 3-6 concentrate on the experiences of Jesus the teacher, and relate them to their own lives; or when in Years reception, 1 and 2 the visitor from Christian opportunities brought understanding of the value of important things such as their favourite toy and how we believe people are valuable. The theme developed their understanding of things you cannot touch like love, how being loved is valuable and allowed them to reflect. The high standard of singing in these assemblies is a strength of the school and adds considerably to the spirituality of such occasions. The strong sense of unity and shared identity permeating the whole school is further enhanced by this singing and pupils' vocal harmony. The school's strong links with the local church and the regular visits of the vicar to take assembly on Wednesdays adds a further dimension to pupils' spiritual development. This approach to assembly clearly mirrors the school's own teaching of story and links to pupils' own experiences. In religious education lessons, pupils learn about the importance of Christian religion in people's lives and to a lesser extent also in the lives of those who follow other major world faiths. In history and during visits, teachers encourage pupils to be aware of the wonder of the world. Pupils' responses to two older villagers' experiences in history enabled them to empathise with the feelings and aspirations of those who lived in the past. During personal, social and health education, some written activities, regular circle time sessions and in time given to anger management, pupils are encouraged to articulate their feelings.
38. Provision for pupils' moral and social development are very good. The school provides clear moral guidance through its behaviour policy, its rules, its day-to-day procedures and its practices. All staff promote the behaviour policy consistently and their own conduct and caring attitudes present pupils with powerful role models. In personal, social and health education, in religious education lessons and in assemblies, pupils are given many very good opportunities to reflect on their own behaviour and to consider the impact of their behaviour on others. Special provision provided by a very effective teaching assistant in the form of group work also offers a few pupils additional

opportunities to reflect on ways in which anger and the use of inappropriate language affect others. In these ways, pupils are taught to understand the social consequences of certain types of behaviour, as well as learning about the moral reasons for behaving well.

39. The school works hard to ensure pupils' social development. There are frequent opportunities for pupils to work together in pairs, groups or teams including the school choir, which has some 46 members. Paired and group work frequently requires pupils to talk together, share and build on ideas while planning a response both oral and written. Much natural co-operation takes place within these pairs and groups; pupils share, care and support each other to a surprising degree. Indeed social inclusion is a real strength of the school's provision. Pupils with special educational needs take a full and active part in all activities, actively encouraged to participate in discussions, share their work with others and play leading parts in role play and assemblies. There is no school council, but pupils are encouraged to take on responsibilities in classrooms and older pupils do so within the school as house captains or managing extra-curricular clubs.
40. The school has improved pupils' cultural development in knowledge and experience of their own culture since the last inspection and it is now satisfactory. Cultural heritage is promoted through the celebration of Christian religious festivals; Easter, Harvest and Christmas and through literature and music. History studies of Egyptians, ancient Greeks and special visitors to the Early Years help pupils understand how people lived in other and more recent times. Geography is not however providing enough scope for knowledge of how children live in other countries, but religious education lessons teach pupils about the main traditions, festivals and stories associated with major world religions including Judaism and Hinduism. Through being part of the school choir or a whole-school singing session, or listening and appreciating music, it makes a significant contribution to pupils' cultural development.
41. Studies on African and Asian religions and Egyptians in history and links with European countries have all raised pupils' cultural awareness although there remains some scope to extend pupils' awareness of other cultures and of the multicultural dimensions of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The support and care provided for its pupils are good and strengths of the school.
43. There is an effective child protection policy in operation in the school. Teachers and support staff have been briefed on the latest county policy and are well aware of the procedures for identifying pupils at risk. They know the pupils and their families extremely well, and deal sensitively with any problems as they arise. The school child protection co-ordinator has attended formal training and liaises with outside agencies when required.
44. The school's procedures for monitoring pupils' progress and personal development are good. The school's climate is caring and supportive and makes a significant contribution to the quality of education. The pastoral care provided by teachers and support staff is good. Discussion groups are used effectively throughout the school to encourage pupils to take responsibility for their own actions, and also as a vehicle for communicating any fears or concerns in a non-threatening climate. There is a strong feeling of mutual respect between adults and pupils and this adds significantly to the school's atmosphere. The school records attendance electronically and regularly monitors attendance patterns. Parents are aware of their responsibility to notify the

school in the event of their child's absence, and any unauthorised absence is followed up by the school and if necessary the education welfare officer.

45. There is an effective behaviour policy, which is applied consistently by teachers and support staff. The policy contains strategies to deal with poor behaviour, including time given to those requiring it to consider the implications of their actions. A system of rewards and sanctions results in almost all pupils adhering to the school's clear code of conduct. The effectiveness of this policy is shown by the reduction in behaviour problems since its introduction four years ago. Any bullying is dealt with seriously by staff and strategies are in place to channel the dominance of the bully into more fruitful activities as well as providing help to the victims. A number of staff has recently attended counselling and anger management courses and these skills are now being successfully implemented across the school. There are plans to extend this training to other members of staff soon.
46. There are effective measures for ensuring pupils' health and safety, with regular inspections and risk assessments of the buildings and equipment. Procedures for evacuation in the event of fire are clear, and fire drills take place each term. Any minor injuries to pupils are handled competently by staff trained in first aid, and are fully documented in the school's accident book. The medical facilities however, are unsatisfactory, as they are co-located in one of the toilet areas.
47. The school has made satisfactory progress since the last inspection in its procedures for assessing pupils' attainment and progress. There is an effective timetable of pupil screening and early identification of pupils who have special educational needs which inspection evidence confirms is a strength of the school. Pupils throughout the school are assessed in a variety of ways including non-statutory standard tests in Years 3, 4 and 5 and their progress followed in English, mathematics and science using a tracking document. As a result of these arrangements, the school now has a good range of procedures for assessing pupil's attainment and progress. Teachers take account of these and use a 'traffic light' colour code to alert them to potential underachievement. The results of standardised tests are analysed thoroughly and the outcomes used to make adjustments and improvements; for example, to teachers' planning and to developments in mathematics and reading which have been a success. Assessment also guides booster grouping in mathematics so that teaching is focused more appropriately. It now needs to focus more on English and particularly improving writing, for example, by using assessments to adapt writing tasks to pupils' abilities.
48. In the foundation subjects, the school has held a number of focus weeks, such as that for art and design and technology, that have helped subject co-ordinators assess what pupils can and cannot do. However, subject co-ordinators are not yet using their assessments to guide the focus of development in their subjects adequately.
49. Staff know the reception children very well and recognise and respond very effectively to their needs. Assessments, undertaken when children start school are used well to plan suitable programmes of work. Assessment and recording procedures are effective and enable staff to gain a picture of what children know, understand and can do, although the small, structured steps in learning (stepping stones) are not used sufficiently to guide this process. The school is planning to make better use of them to assess children's progress towards the Early Learning Goals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has significantly improved its links with parents over the last few years. Parental views of the school are very positive. They report that their children enjoy being at school and are particularly happy with the standards of teaching and leadership displayed by staff. They appreciate the ready accessibility of staff and the expectations that the staff have of their children. Respondents to the pre-inspection questionnaire expressed some concern over two issues: the consistency of homework and, to a lesser extent, the range of out-of-school activities for younger pupils. The evidence from the inspection does not support these concerns. Homework is provided across the school and is varied and relevant. There is also a wide range of out-of-school activities, both sporting and cultural, together with residential visits for Years 4 and 6 pupils. The scope for such opportunities for very young pupils when most are bussed to school is limited.
51. Admission arrangements to the reception class are very effective. Pre-school meetings are organised for new parents and effective arrangements are in place for children to attend for short times before starting school to ensure a smooth entry. The school has developed a very positive partnership with parents. Staff make pre-school home visits and welcomes parents and carers when they come in to support reading before the start of morning school. Relationships between staff and parents are very good
52. The quality and scope of information provided to parents on curriculum topics and other school activities are good. The school prospectus and the Governors' Annual Report to parents are well constructed and contain detailed and comprehensive information. The prospectus contains a section on starting school, which is extremely informative for new parents, and regular newsletters also provide information on current events. School reports are comprehensive and give parents a clear picture of their child's progress including targets for future achievement. These are supplemented by formal and informal discussions on their children's achievements. Parents feel comfortable in approaching the school with questions or problems. Prospective parents are invited to an induction evening which is used to explain school activities and procedures, as well as answer any outstanding questions about starting school. Parent governors are active in providing a positive link between parents and school. Home school contact and homework diaries provide a valuable communication link between home and school and a number of parents find these useful for facilitating a home school dialogue. Parents of children with special educational needs are fully involved in reviewing individual education plans.
53. The school encourages parents to become involved in their children's learning. Parents regularly assist in the classroom listening to readers and in supervising out of school visits. The headteacher holds monthly evening surgeries at the main housing estates the school serves so that parents with any issues can see him easily. There is also an active and successful Home School Association, organised by a small number of dedicated parents, which promotes home-school liaison, and raises considerable funds to boost school resources; for example, extra books for the library, and curtains and shelving for the school hall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher joined the school three and a half years ago. He provides good leadership and direction, having focused attention on some key areas for development that have led to a much improved climate for learning throughout and higher standards. The key priorities, to improve pupils' behaviour and attitudes to school and the achievements of more able pupils, have been successfully implemented. Attention was also given to the school's links and involvement with the community and

particularly the villages the school serves resulting in major improvements in the school's curriculum that have done much to enrich pupils' knowledge and experiences. The headteacher and staff have changed the school's climate to one of high expectations where all pupils feel secure, safe and happy to learn with their peers and teachers. Parents think highly of all the staff and praise the headteacher's leadership in transforming the school's fortunes in the past few years. There is close teamwork throughout the school and a good commitment to improve further.

55. The school's aims and values are reflected well in its work. Staff and governors are committed to provide an inclusive education for all pupils through a range of policies and practices that are mainly good. For example, extra funding has been allocated to ensure the number and quality of support staff is high, reflecting the above average proportion of pupils with special educational need and from socially deprived backgrounds. The impact of their work demonstrates that this is money well spent. Teachers and support staff know their pupils very well and their personal support and development are effective. The headteacher works hard with parents to ensure potential barriers to learning, especially emotional, behavioural and attendance difficulties are resolved with their support. However, there are two areas that are not developed as well in the school's approach to inclusion. Governors have approved their policy for promoting racial tolerance and harmony but its implementation in the curriculum is still at an early stage. Secondly, while pupils' progress is monitored in relation to their targets, the staff and governors are not yet systematically analysing the achievements of particular groups such as gifted and talented pupils to look for emerging patterns. However, pupils with special educational needs are closely monitored and supported through very detailed education plans.
56. The headteacher works closely with the whole staff in formal meetings that focus on school priorities. Leaders of reception to Year 2 and Years 2 – 6 also work with staff on curriculum matters, support for teaching and learning and pupils causing concern. Day-to-day management and communication are effective and school secretaries are efficient in carrying out their duties. They provide effective and welcoming points of contact to visitors and parents.
57. Arrangements for monitoring the school's performance and bringing about improvements are developing well. Teaching is monitored and supported by the headteacher and by subject leaders monitoring the impact of the National Literacy and Numeracy Strategies. Pupils' standards are compared with those of previous years at the school and good use is made of standardised tests throughout to diagnose what needs to be done with individual pupils. Analysis of samples of pupils' work has also led to appropriate actions being taken through staff training. However, the school's use of national comparative information is not as well developed, for example, when setting targets for pupils and analysing the results of individuals and groups. The school's development plan is well structured and contains appropriate priorities for development planned yearly. One weakness is that longer term priorities, goals, and aspirations have not been articulated clearly within the plan to enable all those associated with the school to work together towards them because its scope is limited to only one year. For example, co-ordinators, especially of foundation subjects, do not know when their subjects may be the focus of extra support and development.
58. Subject leadership and management are good in most areas of the curriculum. The National Literacy and Numeracy Strategies are being co-ordinated and adapted for the school well, guided by effective monitoring of teaching and samples of pupils' work. Subject co-ordinators have worked hard to improve curriculum plans using a common planning framework, a weakness at the last inspection. They are now beginning to monitor the impact of these plans on teaching and learning in the foundation subjects,

although assessments of what pupils can and cannot do are not yet used effectively to guide their planning. Leadership and management of the Foundation Stage are good.

59. The SENCO provides very good leadership in her role and the administration, organisation and management of special educational needs provision is very effective indeed. Policies, procedures and practices related to all aspects of special educational needs provision are of a high order supported by an extensive and comprehensive timetable and all systems run smoothly. The school's investment in support staff is generous, and they are deployed flexibly and effectively.
60. The governing body is satisfactory in carrying out its statutory duties. The Chair of Governors is new and has made a good start in ensuring committees work efficiently and governors become more involved with the school. They are committed to the school's success and support it well. Some visit the school regularly and they are also kept informed by regular reports from the headteacher and occasional updates to the curriculum committee from relevant staff. However, governors are not yet critically monitoring the school's actions in priority areas closely enough. Neither are they evaluating the impact of major spending in key areas such as that for special educational needs and the provision for information and communication technology. For example, governor visits do not focus on critical areas to enable them to hold the school fully to account.
61. The strategic use of resources is good. The school's finance officer checks spending within each cost centre and reports regularly to the finance committee who monitor the budget and take expert advice from the local education authority. Resources designated for specific purposes such as those for pupils with special educational needs are used very effectively. The last auditor's report showed financial controls are sound. Those issues identified for attention have all been addressed. The school's very high carry-over of funds last year were due partly to monies ear-marked for spending on furnishings to a minor building programme being delayed until this year. In addition, the governors have made contingencies for an anticipated fall in roll to protect current staffing levels. The current expectation is that spending will be within acceptable limits by the end of this financial year.
62. The school has embraced the principles of best value and is satisfactory in implementing them. Major items of spending such as that proposed for improving the provision of computers in the school are subject to several tenders and the school seeks good value for money in its purchases by comparing suppliers. It monitors and challenges its own practice, particularly teaching methods but is not making enough use of assessments and national benchmarks to compare its achievements with others. The headteacher consults widely amongst staff and governors and has set up regular informal meetings with parents to take account of their views, although at present these are not very well attended.
63. The school provides an effective education for its pupils, particularly through the good teaching. The school's socio-economic circumstances are well below average but spending per pupil is very high and this results in relatively small class sizes and good provision of support assistants. Taking account of these factors, it provides satisfactory value for money.
64. Arrangements for staff performance management are fully in place and linked well to both school priorities and to individual teacher's professional development needs. Progress towards their objectives is monitored by the headteacher and training provided to help meet them, for example, to improve their skills and confidence in using

computers. Teachers also disseminate learning from courses attended to relevant staff. There is a good range of expertise amongst the teaching staff and they support each other well through their role as subject and curriculum leaders. Arrangements for the induction of staff new to the school involve mentoring and support by the headteacher as well as guidance from curriculum leaders and overall, these are effective. There is a good number of teaching assistants. They are very committed, work very well with teachers in classrooms and make a major contribution to pupils' good progress, especially those with special educational needs. The school has a well-established link with a Higher Education institution to provide initial teacher training and the potential of this is good, although there were no trainees in school at the time of the inspection.

65. The school's accommodation is satisfactory. The school is well provided with good academic and recreational facilities, which fully meet the needs of the National Curriculum. The layout of classrooms is used effectively to promote learning, displays of pupils' work in them and the communal areas are of a good standard and reflect current school projects. Good use is made of the enclosed outside playing fields and adventure equipment for pupils' physical development. The Foundation Stage classroom is spacious and their play areas are in good condition and well fenced. All the accommodation and external areas are very clean and well maintained by caretaking and cleaning staff. The library is located along the central corridor, which is also used for some of the one-to-one teaching, and additionally for the storage of resources. This multipurpose use is not conducive to the successful operation of the library.
66. Overall, the range and quality of learning resources have improved since the last inspection and is now good. Resources are particularly good for pupils with special educational needs. Play equipment for children under five is now also good. Some computers are old and need replacing and there are insufficient numbers of them. The school has no central computer suite, although plans are in place to improve the number of and pupils' access to computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To raise standards further, the headteacher, staff and governors should:
(paragraphs that refer to these issues are included in brackets)
 - (1) Improve pupils' standards of writing by:
 - ensuring teachers place due emphasis on introducing new vocabulary across the subjects (7, 18, 29, 87, 106);
 - improving pupils' phonic awareness and their spelling (91);
 - adapting writing tasks to match pupils' needs and abilities (88, 91).
 - (2) Raise pupils' basic skills and standards in information and communication technology by:
 - improving the numbers of and access to computers and associated resources (20, 66, 135, 139);
 - providing training for staff, particularly in using data-loggers and control systems (106, 120, 138);
 - providing more opportunities for pupils to apply their skills across the subjects of the curriculum (9, 27, 101, 134, 138).

- (3) Take steps to raise pupils' standards of scientific and geographical enquiry (9, 20, 103, 105, 123, 124, 125, 126).

(The first key issue is a priority in the school's development plan)

68. Minor issues raised in the report that staff and governors may wish to take account of:

- Encourage subject co-ordinators in the foundation subjects to use analyses of pupils' standards to help guide the focus of curricular developments (58, 126, 146, 153);
- Make better use of comparisons of pupils' standards and achievements with national benchmarks to help shape school priorities (57);
- Involve the governing body more closely in evaluations of school performance, especially monitoring the actions taken to address weaknesses (60);
- Extend the scope of the school's development plan over a longer period to encompass goals and aspirations (57).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	20	11	0	0	0
Percentage	0	14	56	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		116
Number of full-time pupils known to be eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		44

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	2.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	9	12
Percentage of pupils at NC level 2 or above	School	77 (65)	69 (88)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	7	8	10
Percentage of pupils at NC level 2 or above	School	54 (76)	62 (82)	77 (76)
	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	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	12
Percentage of pupils at NC level 4 or above	School	64 (92)	64 (58)	86 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	64 (58)	71 (58)	79 (67)
	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
112	0	0
0	0	0
3	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	6.9
Number of pupils per qualified teacher	16.8
Average class size	23.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	132

FTE means full-time equivalent.

Financial information

Financial year	2001 - 02
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	£
Total income	351,485
Total expenditure	323,296
Expenditure per pupil	2,565
Balance brought forward from previous year	31,866
Balance carried forward to next year	60,055

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	40	7	2	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	45	47	7	0	0
My child gets the right amount of work to do at home.	29	55	16	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	58	38	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	56	40	2	0	2
The school is well led and managed.	71	25	4	0	0
The school is helping my child become mature and responsible.	53	42	2	0	4
The school provides an interesting range of activities outside lessons.	29	47	11	0	13

Other issues raised by parents

Those attending the parents' meeting expressed views very much in line with the responses to the questionnaires. Many commented that the school has been transformed and is much improved in the past few years, particularly its climate. They think the school is now a focal point in the community.

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

69. Provision for children in the Foundation Stage is good. Planning is now firmly based on the recommended Early Learning Goals, an improvement since the previous inspection when it was a key issue. The quality of teaching is good and children achieve well, also an improvement since the last inspection.
70. Eleven Foundation Stage children currently attend school full time in the reception class. The great majority of pupils' attainment on entry is low in most areas of learning. They are taught separately as a reception class every morning. In the afternoons, they are joined by 14 Year 1 pupils and are then taught as a 'mixed' age group class. Reception children are very well supported by teaching assistants. Staff work closely together and very good teamwork is evident. About a fifth of the children have not experienced pre-school education.

Personal, social and emotional development

71. Almost all the children enter the reception class with poorly developed skills in this area. About a quarter of the children are set to attain the Early Learning Goals by the end of the Foundation Stage. They achieve very well, reflecting the skilful teaching and high expectations of the staff. Adults value children and constantly encourage them to feel confident about what they can achieve. For example, many lack confidence but through very positive adult interaction, they quickly develop self-esteem and begin to work and play together in an atmosphere of trust.
72. Children behave very well and most begin to understand the difference between right and wrong through sensitive handling of everyday incidents by staff, and through stories. They are enthusiastic about learning, enjoy school and learn, for instance, to share constructional apparatus fairly, and to take turns when they play language 'Bingo'. Staff provide good opportunities for children to develop social skills, through acting stories, such as 'Little Red Riding Hood'. They join in with the children, encouraging those who are less confident to take part, also enhancing speaking and listening skills.
73. Adults provide very good role models, always treating each other and children with courtesy and respect. This leads to very good, warm relationships between children and staff, contributing to very positive attitudes and response to well established routines. Adults promote children's personal development and independence very well, through ensuring that resources are easily accessible to them, and giving them responsibility, for example, as register helpers and for tidying away equipment.

Communication, language and literacy

74. As a result of consistently good teaching, children achieve well from a low starting point. Overall attainment is likely to be well below expectations by the end of the reception year. A small number of more able pupils is set to meet some of the Early Learning Goals. On entry, many have poorly developed speaking skills, are reluctant to respond verbally, often using single, familiar words to identify needs. Very good adult support helps them to gain confidence. Children enjoy listening to stories and rhymes. Many, including children with special educational needs, have very limited listening skills and are unable to concentrate for long but respond very well to the

encouragement and effective intervention from adults. Good use of the class 'listening centre' effectively encourages the development of children's listening skills. Staff plan very good opportunities to develop speaking and listening skills, for example, through role play, seen when some try to decide who will be the 'wolf' or the 'grandmother' in re-enacting the story of 'Little Red Riding Hood'. This aspect has improved significantly since the last inspection.

75. Teaching of the basic skills is good and staff use 'Jolly Phonics' effectively to help children recognise letters of the alphabet and initial sounds. Staff's high expectations and effective use of resources; for instance, objects starting with 't' such as 'teddy, torch, tiger', encourage children to try hard and work at a brisk pace, enabling them to achieve well in attempting to link letters and sounds. The teacher shares books such as 'The Three Little Pigs' with the children, using a large montage picture well to encourage them to sequence events. Many handle books carefully, become aware of story structure, pick up key features of the story and begin to learn that print tells them what the story is about. Taking books home to share with parents reinforces their learning. More able pupils recognise some familiar words and sounds with growing confidence. Where expectations are sometimes too high, children lose concentration, adversely affecting their progress.
76. Teachers and their assistants encourage children to draw, paint and 'make marks'. More able children understand that marks carry meaning. A few write over and under the teacher's writing with very limited, but developing control. They practise letter formation with increasing skill. Most find this difficult but are very well supported. Very good, warm relationships encourage positive attitudes and good achievement.

Mathematical development

77. From a low base on entry, children's achievement is good as a consequence of good teaching. Standards are likely to be well below average by the end of the reception year, with a few more able children set to attain the standards expected by the end of their reception year. When children start school they have very limited mathematical skills. For example, few know colours and shapes. Well-briefed teaching assistants give focused support where it is most needed, for example, to children who find learning difficult, so that they achieve very well. Good use of mathematical games to count, match and order numbers stimulates good efforts and a brisk pace of learning. Children are interested in numbers and count to three, then five. More able children count to ten and beyond, with help, but most find it difficult to concentrate for long. Singing songs, such as 'Five little pigs', and adding or taking one away helps them to understand 'more and less'. The teacher plans a good balance of structured, practical number games that children choose themselves, as well as taught activities. This adds considerably to their mathematical knowledge and independence, an improvement since the last inspection. Through using shapes and structured apparatus, they develop a basic understanding of space, shape and measures. However, activities are sometimes too demanding and children lose interest and pace to their work.

Knowledge and understanding of the world

78. Most children achieve well, reflecting good teaching overall which varies from satisfactory to very good. By the end of the reception year few are likely to achieve the Early Learning Goals. The majority enter school with very limited general knowledge. Staff build on what children know and can do in a structured way, to help them understand more about the world. Their teacher plans a wide range of purposeful play activities and effectively uses a good variety of interesting resources to foster children's

curiosity and interest. For example, children enjoy investigating materials through their sense of touch and talk about this enthusiastically, but with very limited language skills. They explore constructional apparatus, building 'towers' with growing skill and awareness of safety. They enjoy using computers and, with support, develop basic information technology skills. Good use is made of local walks to encourage a sense of place. Very effective use is made of visitors. For example, two senior citizens talked about their childhood, early last century, effectively contributing to children's developing sense of time. Cultural awareness is promoted through a range of creative experiences. Children become aware of other cultures through celebrating festivals such as the Chinese New Year, playing with multicultural toys and by listening to such stories as 'Handa's Surprise'.

Physical development

79. By the end of the Foundation Stage, most children achieve well, from a below average base and are on course to attain the expected outcomes for their age, as a result of good teaching and very good support. The outdoor secure play area provides an impressive resource for children to make good progress in developing their large body skills of jumping, balancing and climbing. They use a good range of large apparatus and wheeled toys with growing confidence, co-ordination and skill. Many children lack imagination but effective adult intervention improves their ideas. In the hall, most begin to develop awareness of space and of others. Many find it difficult to listen and follow instructions but the teacher's very positive approach and interaction, foster concentration and an attentive response. Pupils' understanding of positional language enhances their use of mathematical vocabulary. Children are encouraged to show respect for others, and to reflect on their learning at the end of lessons. Good opportunities promote the development of their fine physical skills. Staff teach skills such as cutting, and handling small tools such as writing implements, paintbrushes and scissors, help children gain safe control of these finer movements. Most find this difficult, but are well supported by staff.

Creative development

80. Teaching is good and most children achieve well from a low starting point. Standards overall are on course to be well below expectations by the end of the Foundation Stage. To encourage both creative development and independence, the teacher plans activities that adults teach directly and also those that children choose themselves, an improvement since the last inspection. Well organised group work ensures all children are included and have equal opportunities to work at all activities. Most begin to differentiate colour and texture by using a variety of materials to create 'house collage' pictures, with increasing ability. With good support they paint black and white animals, and sunflowers in the style of Van Gogh. They create Rangoli patterns, explore 'bubble' painting, 'blackberry' printing, and leaf rubbings with very limited, but developing control. Children begin to investigate colour mixing, making pictures of 'Autumn colours', with help. They are very well supported in using computers to create self-portraits. Many children lack confidence when singing but with encouragement, they respond very positively and begin to join in singing familiar songs, such as 'Hey, little hen', with gusto. Staff manage children well so that they learn to take turns, behave very well and experience creative activities with growing confidence. The lively use of 'Red Riding Hood's House' and active staff intervention positively supports children's imaginative play, speaking and listening skills and personal development.

ENGLISH

81. The school's results in the national tests for pupils at age seven have been well below the national average in both reading and writing for the last four years but pupils also enter Year 1 attainment that is well below average. Reading results were better than writing in 2002 when writing dipped relative to the previous year. No pupils achieved the higher Levels in 2002. There are no significant differences in the achievements of boys and girls.
82. The results of the national tests for 11 year olds dipped in 2002 compared to the previous year to be well below both the national average and schools that four years previously had similar standards. The school missed its target for the proportion attaining the expected level by just one pupil. The proportion achieving the higher Level 5 was also well below the national average in 2002.
83. Inspection findings and the school's own assessments show that pupils' standards in the current Year 2 are likely to be below average in reading and well below in writing by the age of seven. During Years 1 and 2, pupils make slow progress in writing and better progress in reading in relation to their starting points. In Years 3 to 6, most pupils make satisfactory and often good progress. Despite the focus on writing and good progress made in lessons in Years 3 to 6, the overall attainment of the current Year 6 is below average, especially in writing. By the age of 11, most pupils are able to read, understand and respond to texts appropriate for their age, they achieve well to attain average reading standards. These pupils have mastered basic punctuation and sentence structure and their written work, despite weaknesses, reads aloud well.
84. Pupils with special educational needs are very well supported throughout the school and make good progress in relation to the targets in their individual education plans, although their progress in relation to National Curriculum levels is slower.
85. There are emerging strengths. Throughout their time in the school, pupils in Years 1 and 2 listen well and are very interested in what their peers or their teachers say and can sustain concentration well even during quite lengthy carpet discussion sessions. The majority of pupils develop confidence in speaking although language difficulties sometimes frustrate their enthusiasm. These strengths continue throughout their school years so much so that Year 6 pupils talk confidently about what they have learned, challenge their teacher appropriately to articulate her own point of view and debate and discuss as a class or group in complete co-operation.
86. The school's strength in personal development and behaviour management has provided a secure framework in which pupils of all ages and abilities respond to lessons and tasks they are given. Pupils, even those with special educational needs or behaviour problems, try hard to follow discussions and to apply what they have been taught in clearly defined tasks.
87. There continues to be weaknesses in writing identified in the previous inspection which characterises the work of many younger pupils and a significant number of older ones. They struggle to build words and to record their ideas in writing especially in Years 1 and 2. As yet, pupils have failed to master the construction of complex sentences, which inhibits the flow, readability, variety and texture of their writing in the middle Years 3 and 4, and throughout the school they are unable to draw on a rich general

vocabulary. The school is focusing appropriately on improving writing in its development plan.

88. Teaching and learning are mainly good in Years 1 and 2. In Years 3 to 5 they are consistently good and sound in Year 6. The National Literacy Strategy has been fully implemented and is adapted to the school's needs. Lessons are thoroughly planned and direct teaching ensures pupils know what they are expected to do and learn. All teachers and teaching assistants work in a secure partnership of teamwork and have established good relationships with their pupils so that learning proceeds within an atmosphere of mutual trust. Pupils are valued as individuals and the school is fully inclusive, as teachers work hard to ensure that all pupils play a full part in lessons and that their self-esteem is promoted. The organisation and behaviour management of pupils are always good and often very good. Teaching assistants and other adult helpers are well briefed, clearly identified in planning and often manage their own group of pupil's tasks within the lessons. Their work with these pupils is very effective. Lesson plans do not show written tasks adapted for pupils' different abilities or a curriculum which takes account of the different year groups within most classes and this clearly shows in the range of pupils' work. However, they do show additional support to those pupils who have special educational needs. Lessons are lively and teachers try hard to make them enjoyable and interesting whilst providing opportunities for pupils to learn what they are intended to learn.
89. In the best lessons seen in Year 2, 3 and 4, teachers' knowledge and understanding of English as a subject are very secure and provide the basis for well informed teaching. All teachers have the expertise and confidence to respond to opportunities for learning as they arise, as well as addressing topics and skills which they have planned beforehand.
90. A feature of all lessons is the good role models for spoken language and for reading aloud that teachers present. All teachers effectively engage pupils in the development of 'shared writing' on their flip charts or prepared tasks. There are some good examples of teachers encouraging pupils to self-evaluate and articulate ways in which they or their peers could improve their written work. Marking and oral feedback from teachers appropriately praises pupils' efforts and raises their self-esteem. Shared marking, alongside pupils and written comments in all books provide clear advice about how pupils might do even better. However, this strength is weakened by over-reliance on worksheet activities in both literacy and, more often, in foundation subjects and also lack of the provision of general vocabulary to support independent writing in all age groups.
91. The teaching of reading and reading strategies across the school is good although phonic awareness needs to be more progressively taught through most year groups in the school to support writing and especially spelling development. The school's strength is the provision of one-to-one adult support to those pupils who are poor readers. The lack of adaptation of the planned written task to pupils' ability or differing year groups within the class, alongside the missed opportunities to develop a wide general vocabulary in many subjects, restricts pupils' writing progress. Inspection evidence suggests that there remains some scope for improvement, most significantly in writing.
92. The co-ordinator has had responsibility for the subject for sometime and she has worked hard to set in place policies and procedures that provide suitable guidance for staff and for the work of the school in relation to English. Satisfactory progress has been made since the last inspection. The co-ordinator has observed lessons to audit

strengths and weaknesses in teaching and learning. Her written reviews, which help formulate the school improvement plan, correctly focus on the appropriate areas for development. Alongside the headteacher, the co-ordinator has analysed assessment data based on pupils' performance in national and optional tests to guide the focus of improvements. She is a very good role model in her own teaching and therefore is well placed to influence practice and help staff to raise standards.

MATHEMATICS

93. Pupils currently in Years 1 and 2 achieve well. Their standards overall are likely to be below average by the end of Year 2 and a few are likely to achieve standards above those expected for their age. They have improved since 2002 when standards were well below average. The 2002 statutory tests for 11 year olds show standards in line with those nationally. When compared to those in schools that had similar standards at the age of seven, four years previously, they achieved very well and were well above average. The standards of 11 year olds have improved substantially since the last inspection.
94. Most pupils in Year 6 are likely to attain standards in line with the national average with a good proportion of more able pupils attaining standards that are above. Pupils achieve well in number, algebra, space, shape and measures and data handling. Their achievements in using and applying mathematical skills are satisfactory. This aspect is not addressed as systematically as other areas of mathematics and is currently an area for development. Pupils with special educational needs are very well supported by high quality teaching assistants and make good progress. Girls and boys achieve equally well. All pupils are included in all activities and receive equal opportunity and access to the curriculum.
95. Inspection evidence shows that standards are improving as a result of consistently good or better teaching, the setting of older pupils into ability groups, good subject leadership and management, the focused additional support provided for pupils of all capabilities and an effective and consistent approach to teaching the National Numeracy Strategy. Across the school work is well structured and effectively planned to match pupils' different levels of understanding, enabling them to achieve well. Pupils in Years 4, 5 and 6 are taught in sets based on their prior attainment with each having personal targets that are reviewed regularly with their teachers. This helps them to understand what they are doing, how well they have done and how they can improve their work. Extra support groups are organised to help those who require more help, for both lower and higher attaining pupils.
96. By the age of seven, pupils have a good knowledge of place value to 100 but few can solve problems using numbers to 1000. They 'add on ten' with reasonable speed. More able pupils go on to 'add on nine' by adding on ten and counting back one. Through finding out four number facts about two numbers, for instance six and five and making number sentences, such as, $6+5=11$, $5+6=11$, $11-6=5$ and $11-5=6$, pupils begin to recognise the inverse relation between subtraction and addition. Many pupils are developing confidence in solving simple number, time and money problems relating to real life. For example, they work out such problems as: 'I have 20p to spend. If I spend 13p, how much change will I get?' More able pupils clearly describe the relationship between seconds, minutes, hours and days and correctly calculate, for example, 'nine lots of five minutes'. Pupils know some of the properties of two-dimensional and three-dimensional shapes and use measuring instruments accurately.

97. By the age of 11, pupils can work out calculations in their heads quickly. They recognise approximate proportions by using fractions and percentages to describe them, with growing understanding, for example, when they calculate discount percentages in money problems. They are developing sound measuring skills and use and interpret a range of diagrams and charts, such as frequency tables and simple line graphs. They make sensible estimations and check their results, because teachers encourage this approach, for instance when multiplying three digit numbers by two digit numbers. Throughout school, pupils are gaining confidence in using and applying their mathematical knowledge to problem solving but this aspect needs further development. The demands made on pupils throughout the school are appropriately high, they are well challenged and work is matched appropriately to their differing capabilities.
98. The quality of teaching and learning across the school is good and some is very good in both the infants and the juniors. Teachers' subject knowledge is secure and expectations are appropriately high, so that work matches pupils' varying abilities, enabling them to learn effectively. Teachers manage pupils very well so that they try hard, behave and concentrate very well. Relationships are very good and pupils co-operate well in shared tasks. Teaching assistants are very effectively deployed. They are well briefed regarding lesson aims and methods. They provide very good support where it is most needed, particularly for pupils with special educational needs. For example, a group of Year 5 pupils with special educational needs received specific support from a teaching assistant when working on symmetrical shapes, using mirrors. By the end of the lesson, these pupils had achieved very well in identifying the 'line of symmetry' and in recognising reflective symmetry with confidence, as a direct result. Marking is helpful in showing pupils how to improve their work. Homework is very effective in extending the learning from lessons.
99. In the most successful lessons, teachers use equipment and activities very effectively to develop the lessons' theme and pupils' understanding through group and individual tasks. For example, in a very good Year 1 lesson about 'shape', the teacher planned stimulating activities and used practical equipment very effectively to develop pupils' vocabulary and understanding of features of various shapes, so that the quality of their learning was very good. In another very good lesson on 'parallel lines', the teacher enthused pupils in Years 4 and 5, through very well organised practical, investigative activities, enabling all to work to their full potential. Less successful features of teaching occur when lesson introductions are too long and pupils lose interest so that the pace of learning slows.
100. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established and planning is good. Objectives for lessons are clear and shared with pupils when lessons begin so that they know what is expected of them. The use of well chosen questions at the end of sessions to assess what pupils have understood is a good feature of teaching. Teachers use a wide range of mathematical vocabulary and encourage pupils to explain their work using the correct terminology. Oral and mental sessions are usually delivered briskly, with enthusiasm, pupils learn quickly and show developing mental agility.
101. Little evidence was seen of the use of information and communication technology to develop pupils' mathematical knowledge, skills and understanding. This weakness has already been identified by the school as a focus for development. Pupils use mathematics effectively to support learning in other subjects, for instance, using 'AD and BC' on time lines in history to recognise negative numbers, and in physical education, when symmetry is emphasised as pupils mirror shapes made by their

partners. Literacy skills are enhanced appropriately by reading 'word' problems and through using and extending mathematical vocabulary.

102. Good progress has been made since the last inspection, not least in pupils' standards. Leadership and management of the subject are good. The committed and enthusiastic co-ordinator has very secure subject knowledge, has attended much in-service training and organised mathematics staff meetings. She has drawn up an appropriate subject action plan, monitored teachers' planning and is involved in analysing standard test results to identify areas to improve pupils' performance. Her role in monitoring teaching and learning is not yet fully developed. Resources are good, well organised and used effectively to support learning. Good use is made of events, for example, 'A Kite Week' to support and enrich the curriculum regarding 'problem-solving'.

SCIENCE

103. In the 2002 national tests for 11 year olds, standards were in line with those nationally and with those of similar schools. A good proportion of pupils achieved above the expected levels. When compared with schools that had similar standards at the age of seven, four years previously, pupils achieved very well. There has been a trend of rising standards in recent years and inspection findings confirm that these are being maintained. By the age of 11, pupils achieve standards in line with those nationally although their knowledge and understanding of key concepts are better developed than their scientific enquiry skills. Pupils achieve well throughout the school. Those with special educational needs achieve well because they are fully integrated into class activities and supported effectively by caring and knowledgeable teachers and their assistants. Those more able and gifted also achieve well in their understanding of facts and principles across all the areas of science, but higher scientific enquiry skills are not developed sufficiently for these pupils in later years; for example, evaluating experimental evidence and suggesting improvements. Seven year olds attain below average standards but, taking account of their standards on entry, they achieve well.
104. By the age of seven, most pupils understand some properties of magnets such as the conditions under which they attract and repel objects and the more able compare and record the relative strengths of different magnets. Pupils compare and describe materials for clothing in different climates and they begin to understand the need for a fair test when comparing their resistance to wear. Those with special educational needs compared the wear of several materials as they rubbed them with sandpaper in similar fashion, helped by a teaching assistant who enabled them to make decisions about their experiment and draw some conclusions from it. Pupils learn about healthy foods and begin to tabulate information about them. More able seven year olds with Year 3 investigate the conditions needed for plants to grow and understand the need for light, water and nutrients as a result of their experiments. They learn the value of a 'control' when comparing plants under different conditions.
105. By the age of 11, pupils understand the formation of shadows and relate their changing shape and size to the apparent motion of the Sun. They describe sounds in terms of pitch and volume and know they travel through a medium as vibrations. Most pupils can describe features of food chains in terms of producers, consumers and some predator and prey relationships within them. The more able understand how some animals and plants are adapted to survive in their habitats. While most pupils can plan and carry out a fair test by Year 6, few demonstrate higher skills in considering their evidence and experimental methods because teachers miss good opportunities to practise such skills. Year 5 and 6 pupils compared the rate of descent of parachutes of different sizes as part of their work on forces. While they explained the types of force

involved using appropriate terms and formed conclusions, they did not explain any anomalies and variations in their results or suggest ways of improving their experiments.

106. Pupils apply their numeracy skills well in science to estimate, measure and tabulate information. For example, Year 2 and 3 pupils investigating the effect of changing the conditions for plants to grow compare and record the size of their plants. Many pupils have a limited vocabulary that constrains their speaking and writing about what they have learned. Teachers are not taking sufficient account of this to emphasise new technical terms in their planning. For example, few highlight key terms or include them for pupils to use on handouts. Neither is information and communication technology used sufficiently to raise standards. While pupils sometimes research and display scientific information, they are not yet displaying data graphically from spreadsheets in later years. The use of sensors with data-loggers to gather and display data such as light and temperature levels from experiments is also at an early stage because teachers have not yet received training in their use.
107. Teaching and learning are good throughout. There are particular strengths in teachers' relationships with and management of pupils, including those with emotional and behavioural difficulties, that results in their good behaviour and attitudes. Teachers plan stimulating and demanding lessons that engage and motivate pupils and they enjoy science. Lessons have clear objectives but plans sometimes do not give sufficient attention to methods of introducing and assimilating technical terms. Teachers use questioning well in whole-class discussions to develop pupils' understanding of the main ideas involved, for example, when discussing with Year 3 pupils, why plants go spindly and yellow in the absence of light. Sometimes, opportunities to predict and speculate, consider errors and improvements are missed so that pupils' scientific enquiry skills do not develop as well as they could. Teachers work closely with their assistants to ensure work is adapted and good support provided to those with special educational needs. As a result, they are fully integrated into discussions and activities and learn well. Homework is set regularly, especially for older pupils, and marking is good.
108. Good progress has been made since the last inspection. The subject co-ordinator provides effective leadership. Standards have risen considerably as a result of improvements to curriculum plans that are based on a national scheme adapted for mixed age classes. Teaching is monitored and supported, and as a result it has improved. For example, weaknesses in levels and quality of practical work have been addressed through training and support. While samples of pupils' work are evaluated to guide the focus of curricular improvements, national benchmarks are not yet used well to set challenging expectations or review pupils' achievements and look for any emerging patterns.

ART AND DESIGN

109. Pupils make satisfactory progress in this subject and standards are in line with those expected by the time that they reach the end of Year 2, but below those expected by the end of Year 6.
110. By the end of Year 2 pupils develop their ideas creatively and imaginatively by exploring the visual and tactile qualities of an appropriate range of media and materials. They have a sound awareness of the role of art and design in their environment, as a result of their observations of the natural and the material world. For example, having looked closely at pictures of sculptures made by Giacometti, pupils are encouraged to select

from a wide range of materials and given time to experiment with their own creations. Other classes had looked at weaving using natural materials, leaves, twigs and man-made materials to enhance designs. Pupils are beginning to use colour and shape, space and pattern to represent their ideas and feelings. Pupils use the Internet for pictorial and textual evidence but as yet, information and communication technology is under-used to manipulate images or to create patterns to support pupils' own designs. Drawing skills in Years 2 to 6 are not planned sufficiently to enable pupils to build on their skills over time. As a result, pupils' drawings and paintings, although colourful and attractive are immature and below expectations for their age.

111. Pupils also engage in more complex activities to develop their creative and imaginative ideas. They improve the control of their materials, tools and techniques, often combining several materials or the use of more than one technique or process. In Year 3 for example, they have produced repeating patterns, using both design and block printing and there was evidence of work on Batik. Year 5 and 6 pupils have produced some imaginative kites in design and technology, which have elements of art and design in the decoration on the wings. In Year 6, pupils have used a range of techniques to create collages with a range of textiles to decorate box lids. There was clear evidence of design linked to art in this activity.
112. Teaching is satisfactory overall with elements of good teaching, particularly in Years 1 and 2. The teaching is characterised by clear introductions to the tasks, good teacher led discussions of ideas and open-ended questioning to encourage pupils to articulate their thinking. Where teaching is good, teachers convey their enthusiasm for the subject and encourage pupils to experiment with designs and materials and make their own choices, whilst telling them what is good about their work and how it could be improved.
113. Although overall standards are similar to the last inspection, there have been improvements in the range of activities provided, due to the good leadership and management of the co-ordinator. She is well qualified in art and design and has sustained its development through the provision of training and ongoing checks on standards, teaching and learning. She has a clear view of the school's strengths and the areas that need to be improved and provides direction to the school's work. A secure curriculum based on a nationally available scheme adapted to the school's needs is only recently fully in place. Assessment is improving but is not yet used sufficiently to guide improvements in teaching and learning. Pupils' standards in observational drawings have been reviewed with all teachers to help guide their own assessments and pupils' painting informally assessed during an Arts week that made a very effective contribution to the promotion of painting.
114. The school makes very good use of visits and visitors to enhance pupils' progress in art and design. For example, a Japanese kite builder and a local potter have worked with pupils throughout the school.

DESIGN AND TECHNOLOGY

115. In the week of the inspection it was not possible to observe teaching and learning in the subject. Judgements are based on an analysis of pupils' work throughout the school, reviews of curriculum plans and discussions with the subject's co-ordinator. Pupils' standards by the age of seven are below national expectations but by the age of 11, they are broadly at the standards expected nationally. Their achievements are satisfactory in relation to their prior attainment in their design, cutting and joining skills

but evaluation skills are not as well developed because insufficient emphasis is given to this aspect of pupils' work.

116. By the age of seven, pupils acquire basic skills in drafting their ideas through sketching and labelling and use a variety of materials and methods of assembly when making. For example, Year 2 pupils look at designs of doll's houses before making their own from cardboard boxes. The best of these show careful attention to cutting and shaping windows and doors accurately and constructing a pitched roof. Pupils with special educational needs have difficulty in drawing and expressing their design intentions but successfully make their house to include all the key features, including hinged doors and windows. Pupils also learn about simple mechanisms for movement when designing and making pop-up Christmas cards and toy animals that have moving limbs. They begin to evaluate their work although development of this aspect is constrained by some pupils' limited vocabulary and writing skills.
117. Pupils in Years 3 and 4 develop their skills further through stimulating design projects such as designing and making a burglar alarm. Their teacher set an interesting context for the work in a museum that required extra protection after a burglary. Pupils enthusiastically set about drawing on their knowledge of electricity, conductors and insulators to make and test different types of switch, including trembler, pressure and pull switches. Those examples seen were reasonably well assembled, and circuits were completed with buzzers and lights to make working alarms.
118. By Years 5 and 6, pupils evaluate types of bread and biscuits from different countries and consider their features in relation to agreed criteria before making their own. However, pupils' comments about those examined are quite basic and confined to appearance and taste. Teachers encourage pupils to evaluate commercial products to help them with their own designs and provide contexts to help pupils consider their intended users, for example when making bread for a child's lunchbox. Such opportunities need developing further, for example, by encouraging pupils to gather information from intended users to guide their designs and evaluations through surveys.
119. The school makes very good use of expert visitors to enrich pupils' experiences and develop their skills. All pupils benefited from the expertise of a Japanese kite-maker during a technology week last year as they made their own kites. Those made by Years 5 and 6 in particular, were very impressive in size, quality of decoration and assembly. Pupils were justly proud of their lovingly made kites and all flew successfully. The poems and drawings on all of those on display are very inspiring. One kite is inscribed "Flapping, flowing, the dazzling duo fly, synchronising together as they journey on their voyage of discovery".
120. Good progress has been made since the last inspection when standards and provision were unsatisfactory. The relatively new co-ordinator provides good leadership and has worked hard to bring about major improvements in curriculum plans by adapting a national scheme to the school's needs. A good range of design projects feature in the curriculum and resources now match plans well. However, the use of information and communication technology in the subject is underdeveloped. For example, pupils are not yet using graphics applications to assist their designs. Skills in control technology pupils acquire in Years 1 and 2, are not developed further in Years 5 and 6 because training has not yet been provided for teachers, although a start is being made this year. The impact of the revised plans on teaching quality and pupils' achievements is beginning to be monitored. For example, pupils' work is sampled and assessed but

this monitoring aspect of the co-ordinator's role is at an early stage and needs developing further.

GEOGRAPHY

121. As a result of the timetable plans for the year, no teaching was observed during the week of the inspection and a rounded judgement is not possible. Judgements are based on the evidence gained from a scrutiny of teachers' planning, pupils' work and from discussions with staff and pupils.
122. As they enter Year 1, pupils' knowledge and understanding of the world are well below that expected for pupils of their age. In Years 1 and 2, they make slow progress in extending their knowledge and understanding of places, patterns and processes, and they achieve standards, which are below those expected for their age. The theme of travel is not yet appropriately established in Year 1 and not extended sufficiently in later years. The school uses evidence from pupils' travels, but Year 2 pupils in discussion were not sure if their visits were in this country or somewhere else in the world. Some opportunities for pupils to widen and deepen their understanding of the notion of travel and develop their awareness of similarities and differences between other countries and their own are built into discussions, through postcards received and individual travels. But these are limited and pupils' understanding of the locality and the wider world is not secure.
123. In Year 1, pupils study contrasts between town and country using pictures and discussion. These younger pupils are also introduced to plans and make simple maps of their own journey to school. But opportunities for valuable fieldwork in their school grounds or their village are very limited. These pupils have coloured in world maps and have discussed places, but their awareness of similarities and differences between other countries and their own are underdeveloped.
124. Year 3 and 4 pupils have drawn on fieldwork when they visited Gloucester for a day to compare and contrast this inland port with Ecchinswell. The recorded evidence shows a blurring between history and geography and again limited opportunities for investigational work. The school has not made use of texts such as 'Rosie's Walk' or the Katie Morag's island stories to develop pupils' knowledge of mapping or key geographical features. Instead, it has used such sources as a site map of Ecchinswell. The work recorded again is blurred between history and geography and the map task is above the capabilities of this age group of pupils.
125. In Years 3 to 6 opportunities for geographical enquiry are limited. Year 6 pupils talked about a whole-school theme of Thinking about Europe. They remembered investigating contrasts and similarities between their village and Gloucester and this was borne out by work in pupils' books of similarities and differences between Ecchinswell, Bishops Green and Newbury. There is also some evidence of a more intensive study of the Caribbean and a visit to a local Rainforest centre. Some use of information and communication technology to access information from the Internet also enriches pupils' work but this is again limited. Pupils' use and understanding of geographical vocabulary are underdeveloped.
126. Insufficient progress has been made since the last inspection. The co-ordinator was new in post in September. She has rightly focused on adapting a nationally available scheme to the school's needs. Although teaching has not yet been directly observed, teaching plans and their impact are monitored and curriculum coverage checked. The co-ordinator is beginning to assess samples of pupils' work at the end of topics and

has recently produced a framework for assessing their skills. An action plan for the subject's development is in place. However, at present, insufficient emphasis is placed on the subject in the curriculum and particularly on developing pupils' geographical enquiry skills.

HISTORY

127. During the inspection, only one history lesson was observed in the infants and one in the juniors. Judgements are also based on an analysis of pupils' work, photographic evidence, teachers' planning and discussions with pupils and staff. At the end of Years 2 and 6, standards are in line with those expected for pupils of these ages and are similar to those found at the time of the last inspection. Pupils, including those with special educational needs, achieve well.
128. By the age of seven, pupils develop an appropriate sense of time. Writing about, and sequencing significant events in their own lives; for instance, when they were born, started school, changed classes, and 'now I am seven', help pupils to understand the passing of time. Pupils find out why people in the past acted as they did through studying lives of famous people, such as Guy Fawkes and Mary Seacole. They develop a sound understanding and factual knowledge of past times by re-telling stories to imagine how people lived in Victorian times. Teaching builds effectively on pupils' own experiences and what they know; for example, when comparing their own homes with Victorian homes. They find out how schools have changed, and contrast the lives of rich and poor Victorian children.
129. By the age of 11, pupils develop sound knowledge of historical periods and events, such as ancient Greece and ancient Egypt. Teaching builds appropriately on pupils' previous learning. History and geography are linked in a study of Ecchinswell. Pupils compare leisure activities in the village 100 years ago, 50 years ago and at the present time. They carefully chart similarities and differences over time, describing some of the changes appropriately. They start to organise their work appropriately, with sound use of terms and dates when creating a time-line using 'AD and BC' to identify timings of ancient Greek and Egyptian civilisations. This helps them recognise that past time can be divided into periods and recognise similarities and differences between them. Pupils are aware that history involves using evidence about the past. Both infant and junior pupils obtain information about the past from pictures, books, fictional stories, videos and CD-ROMs.
130. Too few lessons were observed to enable a rounded judgement of teaching quality to be made. However, teachers' plans show they provide a balanced history programme based on secure subject knowledge and resources are used effectively. Levels of challenge in work seen show that teachers' expectations are high. Overall, this evidence alongside the two lessons observed indicate that teaching quality is good. In the Year 1 lesson seen, teaching and learning were very good. Very effective use was made of two senior members of the community who visited to speak about their childhood in the village, early in the last century. This event enthuses pupils, brings the past alive for them, and very effectively contributes to their learning. The teacher's very good intervention and high expectations enable pupils to compare school life then, with their own daily routines. Through well-prepared direct questioning of the visitors, pupils develop a sound understanding of the passage of time, using terms, such as 'long ago, then, now, past'. Pupils expressed real wonder and delight on hearing that the ladies travelled by horse and cart, not by car, when they were young.

131. In the Year 5/6 lesson about the ancient Greeks, teaching and learning were satisfactory with some good features. Good class management and relationships with pupils, secure subject knowledge and appropriate expectations enable pupils to achieve satisfactorily in their knowledge and understanding about ancient Greek life. By encouraging pupils to explain and describe, for example, the war between the Persians and the Greeks, their teacher helps pupils to link cause and effect. However, where class discussions go on for too long, some pupils lose concentration and interest.
132. The curriculum is broad, balanced and meets statutory requirements. Links with literacy, reading, and increased vocabulary are appropriate but many opportunities are missed to develop pupils' extended writing. Numeracy skills are used effectively, for example, through using time lines, including negative numbers and charts and tables in recording work. The use of information and communications technology to support the subject is developing, for example, through the use of the Internet to research information. Good use is made of events such as a 'Humanities Week' and a 'famous people day'. Visits to places of historical interest and museums, and of visitors, such as ex-pupil evacuees in World War II who spoke to pupils about the war, help bring historical events to life. All pupils are involved fully in lessons, have equal opportunities and access to all activities.
133. Satisfactory progress has been made since the last inspection. Leadership and management of the subject are good. The co-ordinator is a history specialist and has very secure subject knowledge. She has audited curriculum provision, led training for staff and has reviewed samples of pupils' work and teachers' plans to help shape the direction of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. By the age of 11, pupils reach the standards expected nationally in their ability to find things out, exchange and share information and their progress in this aspect is satisfactory. However, their skills in exploring models and simulations and in monitoring and controlling events are underdeveloped because these aspects do not yet feature strongly in the school's provision. By the age of seven, pupils' standards are below national expectations, especially those who do not have access to computers at home. Pupils, including those with special educational needs, make satisfactory progress by the age of seven but their progress in some key areas is insufficient in later years.
135. There are several reasons for this pattern of achievement. The school's provision for information and communication technology was unsatisfactory at the time of the last inspection when resources were poor and little planning in place. Since then, good progress has been made in addressing some, but not all of the weaknesses. Governors and staff have worked hard to put in place curriculum plans adapted from a national scheme and the range of resources has improved, especially in providing access to the Internet to all classes through a new network. Training has also been provided for all staff through the New Opportunities Fund that has increased teachers' expertise and confidence. As a result, pupils throughout the school learn to research and communicate information in a variety of ways and this aspect has improved substantially. However, the ratio of pupils to computers remains above average, some computers are at the end of their useful lives and pupils are not developing and practising their basic skills enough or applying them sufficiently to raise standards in most subjects.

136. By the age of seven, most pupils are able to open and save files and draft and edit text, adjusting the font for size and style. They learn to control a floor turtle by sequencing instructions for it to follow a prescribed route. Pupils in Year 3, and more able pupils in Year 2, learn to classify information to enable them to construct a database, for example to sort materials according to features such as texture and hardness. In Years 3 and 4, pupils begin to combine text in different styles, with pictures and clip-art to create cards that show their new years' resolutions for display. These examples show pupils are beginning to take account of their intended audience when creating their presentation.
137. By Years 5 and 6, pupils develop their skills further to combine text and images and create presentations of good quality that take account of the context and intended audience. For example, pupils designed and made a Greek newspaper that reported incidents they learned about in their history topic work on the ancient Greeks. They shared ideas and trialled styles of reporting before settling on those they felt would have the intended impact on the reader. Examples seen were imaginatively constructed and included pictures of Greek pots for sale in advertisements alongside reports of the battle of Marathon. Pupils also use the Internet and other sources such as CD-ROM to research and present information and they learn to communicate via e-mail; for example, to keep friends informed of their exploits while on a school residential trip.
138. While some aspects of information and communication technology are developing well, there remain gaps in the school's provision in key areas, notably in analysing and presenting data graphically, using spreadsheets and databases where pupils have too few experiences to progress in their learning. The school has equipment that enables pupils to gather data from sensors for light, sound and temperature using data-loggers in science experiments but their use is at an early stage because staff have not yet been trained. Neither are they yet trained to use equipment that controls devices such as lights, heaters and fans, although a start is being made on this aspect this year. The effect of these shortcomings is that pupils are not using information technology adequately to raise their standards in subjects such science, mathematics and design and technology.
139. Teaching is satisfactory overall. Teachers plan lessons around clear objectives and organise pupils into manageable groups to enable them to demonstrate and discuss the teaching of new skills around the computer and other resources. They balance their teaching and demonstration of new skills with effective questions that encourage pupils to suggest their own ideas so that all are engaged in learning during group discussions. Teachers sometimes miss good opportunities to relate pupils' learning about information and communication technology to its use and impact in the wider world. Pupils are managed very well so that behaviour and levels of co-operation between them are good. However, access to computers in some classrooms is restricted to just one and this constrains pupils' learning, especially the pace at which they practise newly acquired skills and apply them during the course of the week. Teachers encourage pupils who are skilled as a result of having computers at home, to mentor those that need more help. All pupils are monitored to ensure they have equal access to resources. However, they are not yet assessed in their skills as they acquire them. Consequently, pupils of different capabilities tend to progress at a similar pace.
140. The subject's co-ordinator has been in charge for a year and is providing good leadership and direction for the subject. Staff have been trained in some key skills. These have focused mainly on researching and communicating text information and using them in subjects such as English and history. There have been substantial improvements to curriculum plans and support for teachers. But there remain gaps in

the school's provision that affect a number of subjects and there are still insufficient computers to meet curriculum demands, particularly to teach basic skills in the subject.

MUSIC

141. During the inspection, it was only possible to observe one infant music lesson and so a rounded judgement of teaching is not possible. Evidence was also gathered from singing in assemblies, listening to recordings of school performances, discussions with teachers and pupils and an evaluation of teachers' planning. Teachers' plans show they provide a balanced music programme, based on secure subject knowledge, resources are used very effectively and that teachers' expectations are high, indicating good teaching over time.
142. Standards in singing for infant and junior pupils are above those expected for their ages and their achievement is good. In the Year 1 lesson seen, pupils attained the standards expected for their age and achieved well as a result of good teaching. Standards for 11 year olds are above those expected for their ages. Pupils, including those with special educational needs, achieve well because teaching is good and good use is made of a specialist peripatetic teacher from the local education authority. Pupils throughout the school enjoy music-making activities and parents say their children much enjoy being part of the choir. The music manager works closely with a local education authority peripatetic music teacher who attends weekly and works with all classes.
143. Pupils listen attentively to recorded music in assembly and enjoy the music in a calm and positive atmosphere. The quality of infant pupils' singing in assemblies is above expectations for their ages. They sing tunefully, keeping in time to the beat, showing good awareness of rhythm. In the Year 1 lesson seen, the teacher organised practical investigations, making effective use of glockenspiels and xylophones to give pupils first-hand experience of recognising and exploring 'high and low' sounds, and finding out about 'pitch' for themselves. They collaborate sensibly in small groups, comparing these sounds. Using the story of 'Goldilocks and the Three Bears' the teacher encourages pupils to experiment with their voices in making 'high, middle and low' sounds. They sing songs such as 'Sing high, sing low' with enthusiasm. Most pupils, including those with special educational needs who are very well supported, demonstrate a sound understanding of pitch.
144. The quality of teaching for junior pupils is at least good and often very good. Junior pupils sing hymns in assembly, such as 'A man for all the people', with good expression and enjoyment. In class, they sing rounds in two parts with confidence, clear diction, good pitch control and phrasing. From recordings of choir performances, it is evident that the school nurtures pupils' musical talents, for example, encouraging them to perform significant parts, such as singing solo. By the end of Year 6, pupils develop a good understanding of the elements of music. Teachers' secure subject knowledge and very effective use of a wide range of musical instruments elicit good quality performances from all pupils. For example, when working on a class performance of a jungle story, pupils maintain their own part whilst performing their own composition from simple notation. Teachers encourage pupils to compare and evaluate their own and others' work and most suggest ways of making improvements. Pupils listen to recordings of their class performances and appraise them with increasing skill and confidence. Teachers' very good class relationships, management and high expectations result in very good behaviour, attitudes and active involvement of all pupils including those with special educational needs who are very well integrated into all musical activities.

145. The curriculum is broad and balanced. Curriculum plans provide helpful guidance for staff in ways of promoting pupils' knowledge and skills over time. A very well attended and successful choir that is highly thought of in the community is organised as an extra-curricular activity. Christmas, Easter and summer productions, area concerts, infant and junior music festivals, music workshops and school choir performances at various venues further enhance provision. Information and communication technology was not used in the week of the inspection, but pupils do record their work and produce CDs for wider distribution. All pupils are included in musical activities and have equal opportunity and access to the curriculum.
146. Good progress has been made since the last inspection. Leadership and management of the subject are good. The co-ordinator has benefited from the expertise of a county peripatetic music teacher, working alongside her weekly. She has audited resources for music, led training for staff in areas of concern, and drawn up an action plan, but opportunities to monitor and support teaching are limited. Resources are good, with a wide variety of instruments, including an interesting range of multicultural instruments.

PHYSICAL EDUCATION

147. During the inspection, only one physical education lesson was taught in the infants and so a rounded judgement of teaching quality in Years 1 and 2 cannot be made. Judgements are based on a scrutiny of teachers' planning and discussions with pupils and staff. Teachers' plans show that they provide a balanced physical education programme, resources are used effectively and teachers' expectations are appropriate. Dance was not taught during the inspection.
148. Standards are as expected for pupils' ages at the end Year 2 and their achievements, including those pupils with special educational needs, satisfactory. By Year 6, pupils attain at least satisfactory standards and some are significantly above. Most pupils' achievements are good, including the high number of those with special educational needs, partly as a result of their involvement in good quality extra-curricular clubs, activities and tournaments. No swimming was observed during the inspection but school records show standards are below those expected by the end of Year 6. Sixty-four per cent of pupils swim at least 25 metres unaided by the time they leave school. This includes 21 per cent who missed the swimming season on medical grounds such as heart conditions and a broken arm.
149. By the end of Year 2, most pupils show sound co-ordination when using large body movements. In the playground they move freely, use space well, join in a range of chasing games and start and stop safely. In the Year 1/2 gymnastics lesson, teaching and learning were good so that pupils' achieved well. Effective planning, good class management and very good relationships result in pupils trying hard and behaving well. Health and safety are given appropriate attention and pupils follow instructions and work safely. They perform simple actions of 'point and patch' balance, practise high, medium and low movements, combining their actions appropriately to create sequences. Examples of pupils' own performances are used effectively to demonstrate good practice in the movements and balances they are working towards. However, teachers sometimes miss opportunities for pupils to evaluate their own and others' work.
150. Junior pupils' skills are consolidated and extended appropriately and most achieve well. They are broadening their experiences and acquiring competence in a range of gymnastics and games activities. By the end of Year 6 in gymnastics, pupils create rolling movements with contrasting shapes and link them into sequences. They work

well in pairs to mirror each other's movements, effectively using mathematical understanding of symmetrical shapes. As a result of enthusiastic, well-informed touch rugby coaching, organised through a police initiative, pupils achieve well, especially those talented pupils who achieve high standards. The rugby teams are successful in local and regional competitions. For example, the school rugby team took part in a three day visit to Liverpool, to represent the county in a tournament. In an outside tag rugby lesson, the oldest pupils apply their techniques and ideas confidently and with growing accuracy. They co-operate well in the passing practices which both girls and boys undertake with good control. In games, they are very competitive and all show due regard to fair play and rules, developing good 'team spirit'.

151. The quality of teaching in the juniors is good, overall. Teachers provide good opportunities for pupils to evaluate their own and others' work and they do this in a mature and sensible way. A commendable feature of lessons is the very good way staff manage behaviour. For example, in a gymnastics lesson the teacher dealt very quickly and sensitively with a few pupils' lack of politeness and respect for others, clearly conveying her high expectations to the whole class. In a games lesson, a pupil showed very challenging behaviour and was not co-operating in the lesson. Staff managed the situation very well, implementing the school's positive approach to behaviour management very effectively and consistently. Another very successful feature of teaching is the very good involvement of pupils with special educational needs. They receive high quality support and are fully integrated into all activities.
152. The very good extra-curricular provision and residential visits make a significant contribution to pupils' overall achievement, providing opportunities to benefit from expert coaching, and motivation to improve that comes from appropriately challenging competitive matches and joint activities with local schools.
153. Satisfactory progress has been made since the last inspection. Leadership and management of the subject are good. The co-ordinator has audited curricular provision and drawn up an action plan. However, her role in monitoring and supporting teaching and learning is not fully developed. Resources are good and support learning well. External and internal accommodation are good and the school makes effective use of the village playing fields for sports days.

RELIGIOUS EDUCATION

154. Evidence from lessons observed and from the scrutiny of pupils' work shows that pupils make sound progress in Years 1 and 2, and good progress in Years 3 to 6. The standards attained by pupils in Year 2 and Year 6 broadly meet the expectations set out in the locally agreed syllabus for pupils aged seven and 11.
155. Throughout their time in the school, pupils develop a sound knowledge of the Christian traditions, festivals and stories that are part of their British cultural heritage. Through visits to the church, regular visits by the vicar and visitors, and through discussions in class, they learn that Christianity is a religious faith that has particular significance for those who follow the teachings of Jesus Christ. During Years 1 and 2, pupils learn about the life and work of Jesus. They know that He was born into a Jewish family and that He is regarded by Christians, not only as the Son of God, but also as a friend, helper, healer, storyteller and teacher. They also learn about the Jewish special book and Hanukkah.
156. In Years 3 to 6, pupils become increasingly aware of the special nature of Jesus' teachings and of His work. They know about the parables and they begin to understand

the messages and morals contained in some of His teachings and in the stories He told.

157. It is a feature of both assemblies and religious education lessons that all teaching directly links into the pupils' own experiences; for example, when reflecting on their own and Jesus' life experiences during storytelling in assembly, or being encouraged to think about their own possessions and think which is most valuable and what they would most miss. This session focused on things we cannot touch or feel being valuable and enhanced pupils' understanding of the concept of 'love' and being loved as being valued. The use of practical demonstration and pupils' experiences consolidated pupils' understanding. The vicar makes good use of recent news items to build on pupils' experiences of frustration and its impact on behaviour; for example, when discussing a football manager's frustration and the consequences of his actions after his team had lost.
158. School and visitors work together to provide matching teaching experiences. This was shown by work in Year 6 where pupils were encouraged to discuss "Samskars" focussing on the first nine. Pupils talked knowledgeably about their own experiences in relation to Samskar rules on special diets in pregnancy and in their own lives. They clearly know about the dangers of smoking and drinking alcohol during pregnancy. Whilst filling in their own time-line of important occasions they were able to express their own feelings about quite sad and difficult issues that they have had to face.
159. In all years, pupils develop their knowledge and understanding of Christian symbols and of churches as special places of worship. In Year 5/6 for example, pupils remembered working on the Ten Commandments and linking them with Hindu stories on rules we have to follow. They particularly remembered a Hindu display in the school corridor and of their own daily meditation sessions. The school makes good use of a wide range of artefacts in display to show their importance to Christian and other religions and pupils treat them with care and respect.
160. Pupils consider the concepts of 'good' and 'evil' whilst using the Ten Commandments as their starting point. They discuss the relevance of these ideas to the modern world. They express their opinions that 'sins' such as theft, and jealousy condemned in the Ten Commandments are still 'bad', and they give valid, and sometimes very meaningful examples, when stating their reasons for the rank order in which they would choose to place such 'sins' today.
161. From their early years in school, pupils are aware that religious traditions in the United Kingdom are mainly Christian. However, their studies also develop their awareness of other major world faiths. As a consequence, by the time they are 11, they have a satisfactory level of knowledge about traditions, festivals and stories related to Judaism and Hinduism, about the religious leaders whose faith inspire their respective followers, and also about the sacred writings, such as the Qur-an, which are held in the highest esteem. They are able to recognise some similarities between the beliefs and traditions of different religions, for example that the celebration of 'light' is significant not only in Christianity but also in Judaism and Hinduism. However, pupils' ability to draw parallels between various religions is rather limited, and their knowledge about religion is much stronger than their understanding of what can be learned from it.
162. The quality of teaching is mainly sound, with some good. Lessons are based on the locally agreed syllabus and, in the best lessons, teachers use appropriate methods to engage pupils' interest. Skilful teaching in Years 5/6 challenged pupils' thinking and ensured that those of all capabilities made meaningful judgements about the Samskars rules to their own lives and times. In much of the work seen, however, the teaching of

information assumes far greater importance than helping pupils understand what is to be learned about religion.

163. Satisfactory progress has been made since the last inspection. The co-ordinator, although newly in post in September, is very experienced and as part of her diverse roles has observed teaching and learning. She is aware of strengths and weaknesses in her subject and has provided significant support to teachers' planning and collective to the timetabled provision for acts of worship.