

INSPECTION REPORT

**KIMPTON, THRUXTON and FYFIELD CE (VA) PRIMARY
SCHOOL**

Kimpton, Andover

LEA area: Hampshire

Unique reference number: 116375

Headteacher: Mrs Sandra Hurlin

Reporting inspector: David Penney
23039

Dates of inspection: 13th – 15th January 2003

Inspection number: 247648

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Kimpton
Andover

Postcode: SP11 8NT

Telephone number: 01264 772297

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Appropriate authority: The governing body

Name of chair of governors: Mrs Sue Hyslop

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Educational inclusion Mathematics Design and technology Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well does the school care for pupils? What should the school do to improve further?
1311	Barry Wood	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
1939	Michael Benson	Team inspector	Special educational needs English Geography History	How well is the school led and managed?
24342	Denise Franklin	Team inspector	Foundation Stage Science Information and communication technology Art and design	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kimpton, Thruxton and Fyfield Church of England Voluntary Aided Primary School is a small infant and junior school serving a rural area just to the southwest of Andover in Hampshire. It has 138 boys and girls on roll aged from 5 to 11 years, arranged into five classes while major building works are under way. About half the pupils come from the immediate area, although a number of pupils come from further afield and about a quarter are from army families. Many pupils join or leave the school during the course of the school year. While there is no significant overall difference between the numbers of boys and girls, there are twice as many boys as girls in Year 4. All pupils are from a white ethnic background and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with a Statement of Special Educational Needs is broadly average, as is the proportion of pupils on the school's register of special educational needs for a range of reasons including difficulties with hearing or learning, and emotional and behavioural traits. Children join the reception class in the September of the year in which they become five years old. The pupils' attainment on entry to the school has risen over recent years and this year is above average, overall, although there is a wide range. Three of the five class teachers were new to the school in September 2002.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils, with some good and improving features. Pupils make satisfactory progress throughout the school but, because of the small size of the year groups, results in the national tests vary from year to year. Standards of behaviour are good and pupils' attitudes to the school and each other are very good. The quality of teaching is satisfactory with many examples of good teaching and learning. The teamwork among all staff is good. The school is led and managed well, with the headteacher having provided stability and good educational direction during a time of great staffing turbulence. It gives satisfactory value for money.

What the school does well

- Standards of reading and speaking and listening are above those expected throughout the school; at the end of the Reception year and, in English and science, in Year 2, standards are above those expected nationally.
- The headteacher provides a good educational direction and is well supported by all staff and governors, which means that the school is well placed to improve further.
- The school has a clear strategic idea about how to carry out the very appropriate priorities identified, particularly in English, mathematics, science and assessment, and to check on how well actions are progressing.
- The provision for pupils' personal development, including behaviour management, is good, with very good provision for their moral development and for activities outside lessons, resulting in attitudes to the school and to others that are very good, strong relationships and well behaved pupils.
- All available finance is used prudently to improve provision and standards.

What could be improved

- The way that information derived from assessment is used to plan work in subjects other than English and mathematics.
- The way pupils' skills of writing, mathematics and information and communication technology are used in other subjects.
- Aspects of the quality of teaching and learning.

All these areas for improvement have already been identified as priorities either in the overall school improvement plan or in subject managers' development plans.

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 November 1997, since when it has improved well. The key issues of the last inspection have been addressed well, overall, with the result that structures are firmly in place for planning the work of the school and for judging how effective the school is. There is a far clearer sense of purpose to the work of the school and very appropriate priorities for development have been identified. Financial control mechanisms are now good. The level of resources has been enhanced and is now satisfactory. The school's overall trend of improvement in national tests has matched the national picture. Standards in design and technology have risen. Links with parents and the community have been improved, and provision for pupils' moral and cultural development has been enhanced. The school is well placed to continue this improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	C	E
Mathematics	E	D	D	E
Science	A	D	D	E

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

The table shows that the standards attained by Year 6 pupils in the national tests in 2002 were below the national average in mathematics and science and matched it in English. When compared with schools with a similar proportion of pupils known to be eligible for free school meals, standards were well below average in all three tests. The results, however, represent a sound level of achievement for the pupils concerned because almost half were on the school's list of special educational needs, which adversely affected the overall results. Where the numbers in year groups are small, as in this school, it means that there is considerable variation in average results in the national tests, and care is needed in comparing one year's results with the next. For instance, while the school's trend of improvement in mathematics has been similar to the national picture recently, trends in English and science have appeared to suffer as a result of well above average results in 2000, and over the last five years, the school's trend of improvement overall has matched national figures. Year 2 results in 2002, compared to national averages, were very high and in the top five per cent of the country in reading, well above average in writing and above average in mathematics. Teachers' assessments indicate that standards were also well above average in science.

Current findings are that pupils achieve satisfactory results throughout the school in relation to their prior attainment. The children in the reception year came into school this year with standards that were above average, overall, and are on track to exceed the expected standards by the end of the year. Standards in Year 2 are above average in English and science, and match the average in mathematics and all other subjects. Standards in Year 6 match the national average in English, mathematics and science, and meet expectations in all other subjects. Many pupils do not recall basic number facts as quickly as is expected, and standards in the monitoring and control element of information and communication technology are recognised by the school as needing improvement. Throughout the school, pupils' standards of reading and of speaking and listening are above average because of the emphasis that the school places on these aspects of their work. Pupils with special educational needs make satisfactory progress towards the targets set for them. The pupils identified as able and talented also make satisfactory progress. The school did not achieve its targets in English last year but did do so in mathematics. Targets in English were not matched because a pupil was unwell during the writing test and was unable to complete the paper. This year, the challenging targets set are likely to be met in English but not in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy and enthusiastically enjoy the opportunities provided by the school.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is good in and around the school. There are no incidents of sexism or racism.
Personal development and relationships	Very good. The quality of relationships is very strong. Pupils act in an increasingly mature manner as they get older and are prepared very well for the next stage of their education.
Attendance	Good. Pupils want to attend the school, although punctuality is a problem for some.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory, overall, throughout the school, although there are examples of good teaching and learning in lessons in every class. There are both fewer unsatisfactory lessons and fewer good or better lessons than during the last inspection. The quality of teaching and learning has improved since the beginning of the year when many teachers were new to the school, and all were new to the age groups they are teaching. The needs of all pupils, including those with special educational needs and the able and talented, are met soundly, overall, although there are weaknesses in the way teachers use the results of assessment information, other than in English and mathematics, to plan work that fully matches individual needs. The teaching of all subjects and areas of learning¹ is satisfactory, with the exception of communication, language and literacy in the reception class and English in Years 1 and 2, where it is good, resulting in good learning. Pupils' skills of literacy and numeracy are taught soundly but are not used fully enough in other subjects and nor are information and communication technology skills and competences. Throughout the school, relationships are very good and pupils are managed well, with the result that they are confident learners who respond well and work willingly. Lessons are more effective when teachers match tasks closely to pupils' developing needs; build logically on what has been learned before; explain tasks clearly so that pupils understand what is expected of them; use suitable learning strategies to enable pupils to achieve the objectives of the lesson; sustain the pace of the lesson at a level that retains pupils' attention; and deploy additional staff effectively to help individuals and groups. Where teaching and learning are less effective, it is because teachers do not conduct the lesson at a swift enough pace to sustain interest, they do not inject enough urgency into the lesson to ensure that all pupils are fully extended, or the lesson is interrupted by pupils leaving or entering the room for other teaching.

¹ There are six areas of learning for children in the reception year – personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All pupils have equal access to an appropriate range of learning opportunities. Pupils' skills of literacy, numeracy and information and communication technology are not fully enough utilised in other subjects. Provision for personal, social and health education is good. Many pupils enjoy the very good range of extra events and activities provided during and after school.
Provision for pupils with special educational needs	Satisfactory. Statutory requirements are met in practice, although the written policy does not reflect the new requirements and the involvement of pupils and parents in writing and reviewing individual education plans needs further development. Resources are carefully targeted towards areas of greatest need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are good arrangements for the development of pupils' social skills and very good provision for moral awareness. Satisfactory attention is given to helping pupils to reflect on the more spiritual aspects of life. Provision for pupils to study and appreciate their own cultural heritage and celebrate the cultural diversity of others is good, although more remains to be done to prepare pupils for life in a multi-cultural society.
How well the school cares for its pupils	Good, overall. The information gained from good assessment procedures in English and mathematics is used well but there is room to improve these aspects of the school's work in other subjects. Child protection procedures and the promotion of good behaviour are good. Registration procedures lack rigour and consistency.

The links with parents are good, overall. Although some are critical of aspects of the school's work, many more parents work hard to help the school and are appreciative of what it provides for 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 a good educational direction and is well supported by the staff team. The subject managers for English, mathematics, science and information and communication technology are effective, although the monitoring and evaluative role of subject managers is in need of further development. The school's aims are reflected well in its practice.
How well the governors fulfil their responsibilities	Good. They have a good understanding of the school and make a positive contribution to its work. Statutory requirements are met, apart from some omissions in the annual written report to parents.
The school's evaluation of its performance	Good. The school improvement plan is a good tool for further development and addresses very suitable priorities. Procedures for checking on the effectiveness of teachers' work through performance management systems are good, and training is closely linked to identified priorities. The school utilises a good range of information to check on how effective it is.

The strategic use of resources	Good. Financial planning and monitoring systems are good and so all available money is used for the purposes intended. The school makes good efforts to get the best value it can for its money. Learning support assistants are deployed effectively and teachers' expertise meets the demands of the curriculum well. The accommodation and the resources are both satisfactory, overall.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations of their children and promotes good behaviour. • The school staff are easy to approach. • Teaching is good and their children make good progress. • Their children like school. • The school develops their children's maturity and sense of responsibility well. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Homework. • The closeness of the partnership between parents and the school.

The inspection team agrees with the areas of strength identified by parents. However, it judges that the range of activities outside lessons is very good, that the school has good links with parents and that the amount and scope of homework are satisfactory for a school of this type, although teachers' use of homework diaries to communicate with parents is inconsistent and irregular.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests in 2002, pupils at the end of Year 2 attained results that, when compared with all schools nationally, were very high and in the top five per cent of the country in reading, were well above average in writing and were above average in mathematics. When compared to schools with similar proportions of pupils claiming free school meals, results were well above average in reading and writing and were similar to the average in mathematics. Over time, there is no significant difference between the performances of boys and girls. The school's trend of improvement over the last five years matches the national one in mathematics but exceeds it in writing and, especially, in reading. The staffing situation in Years 1 and 2 up to, and including, this year had been stable for some time and these experienced teachers taught well, enabling pupils to achieve good results.
2. In the same year, results for pupils at the end of Year 6 matched the national average in English but were below it in mathematics and science. However, when compared to similar schools, results were well below average in all three tests. Girls tend to do better than boys in English and science tests, because of a greater ability to explain themselves more fully in writing, with little significant difference in mathematics. Over the last five years, the trend of results has matched the national picture. However, the 2002 results were not as good as the previous year's results and overall trends since 2000 have been downward, although the trend in mathematics has matched national improvements because of improvements in planning and assessing the subject. There has been some turbulence in staffing in this part of the school, and this has had an adverse effect on the continuity enjoyed by the pupils. In addition, improvements in the way teachers use assessment information in English and mathematics are too recent to have had an effect on these results. The school did not achieve its targets in English last year for reasons detailed in the next paragraph but did do so in mathematics.
3. When analysing these results, two factors need to be borne in mind:
 - The numbers of pupils in each year group are small, which means that there is considerable variation in many schools' average results in the national tests, and care is needed in comparing one year's results with the next. A more reliable indicator is the trend in results over time.
 - In last year's Year 6, seven of the 16 pupils were on the school's list of special educational needs. This adversely affected the overall results, especially in English, where pupils are expected to write in some detail. Detailed analysis by the school reveals that only twelve pupils remained in that year group from the one that took the Year 2 national tests in this school four years earlier. Overall, that group of twelve pupils made satisfactory progress in both English and mathematics in the intervening four years and their results in the Year 6 national tests represented a satisfactory level of personal and group achievement.
4. The school has received an analysis by the local education authority of the 2002 Year 6 national test results in English and mathematics. This analysis puts the school in a group of other schools with a similar proportion of pupils claiming free school meals, having special educational needs and attaining similar scores for attainment on entry to the school aged four. Within this group, which cannot be taken as representative of schools nationally, the attainment of pupils in English is shown to have been at the group average while, in mathematics, it is just within the upper quarter as a result of good proportions of pupils attaining higher levels.
5. The findings of the current inspection are that children enter the reception class with standards of attainment that are above average, although this standard has risen in recent years and previous groups of children entered the school with average standards. Children make good progress in gaining communication, language and literacy skills because of good quality teaching, and satisfactory progress in all other areas of learning. They are on track to exceed the Early Learning

Goals² by the end of the Reception year. Standards in Year 2 are above average in English and science and similar to the average in mathematics. In all other subjects, standards are similar those expected for pupils of this age. In nearly all subjects, pupils' achievement is satisfactory in Years 1 and 2, the exception being in English, where they are achieving well as a result of good teaching. Year 6 pupils attain standards that are broadly in line with those expected nationally in all subjects, although their recall of basic mathematical facts is slower than expected in Years 5 and 6 as a result of previous weaknesses in teaching that are now beginning to be satisfactorily addressed. In Years 3 to 6, overall, pupils' achievement is satisfactory in all subjects, overall, as a result of teaching that has been mostly satisfactory but is now improving in quality. In Years 3 and 4, pupils achieve good results in mathematics because of the quality of teaching they receive, particularly the sense of urgency engendered by the teacher, which leads to sustained enthusiastic learning. This year, the school's challenging targets for attainment in the Year 6 national tests are likely to be met in English but not in mathematics because too many pupils do not recall the basic number facts swiftly enough.

6. Inspection judgements are based on reviewing the work of a representative sample of pupils, as well as the observation of lessons during the inspection itself. Many teachers are new to the school and all are teaching new groups of pupils for the first time this year. As a consequence, it took them some time at the beginning of the school year to form the very good relationships that are now apparent and to encourage pupils to work neatly, which affected the rate of progress that pupils made at that time. However, the quality of the teaching seen during the inspection led to good learning in just under half of the lessons, and this improving standard is now having an increasingly beneficial effect on pupils' progress.
7. Throughout the school, there are weaknesses in pupils' standards in the elements of information and communication technology to do with control and modelling. The school had already recognised the need to raise standards in this area and has included it as a priority in its current improvement plan.
8. Throughout the school, pupils' standards of reading are above average because of the emphasis that the school places on this aspect of their work, including guidance and encouragement from the librarian, and because of the systematic teaching of phonic awareness. In addition, standards of speaking and listening are above those expected nationally as a result of the school's recent emphasis on this aspect of work. As a result, the discussion work seen was of good quality and contributed well to learning in other subjects, such as science and physical education. However, pupils' skills of literacy, numeracy and information and communication technology, although soundly taught in the respective subject lessons seen, are not so systematically utilised and developed in other subjects.

Pupils' attitudes, values and personal development

9. Pupils' attitudes have been maintained at a very good level since the last inspection. Pupils like school and are very keen to take part in all the school offers. They respond well to their teachers and are particularly enthusiastic when challenged or stimulated by a teacher's high expectations of what could be achieved and a brisk lesson pace. They listen well and are capable of focusing closely on tasks in order to produce a good outcome. Reception children quickly show very good attitudes, but a few pupils in Years 1 and 2 can occasionally lose concentration if the pace of lessons slows. Pupils' concentration skills improve as they progress through the school, and they increasingly develop a pride in their work. By Year 6, they realise that hard work will produce good results. Pupils with special educational needs have very good attitudes, and with close adult support maintain concentration and their learning, so that they make satisfactory progress.
10. Pupils' behaviour is good and classes are calm and orderly places for learning because pupils respond well to the teachers' expectations of how well they will pay attention and interact. Reception children have consistently good behaviour but some individual pupils in Years 1 and 2 occasionally lack some self-control, although they never disrupt the lesson. Pupils in Years 3 to 6

² *The Early Learning Goals are the standards expected nationally for children as they enter Year 1.*

have consistently good behaviour and this enables lessons to proceed purposefully. Behaviour around the school is generally good; the playground is a safe and harmonious environment and the dining hall operates efficiently and without fuss. There have been occasional reported incidents of swearing and inter-personal problems during the last year, but incidents have reduced to very low levels during the present year with the departure of a number of more difficult pupils. There have not been any incidences of theft, sexism or racism, and bullying is not an issue for the school. There have been no exclusions in the last three years. Parents show a very high level of approval of the behaviour of pupils.

11. From the reception class onwards, very good relationships are a strong feature of the school, and are improved since the last inspection. All members of staff set positive standards for pupils to emulate, and pupils and staff have real mutual respect for each other in a community that carries very much for all its members. Together, they promote an effective environment for teaching and learning in which all pupils develop their self-esteem and look after each other. Pupils appreciate each other's successes and listen to each other with respect in classroom conversations. Pupils are encouraged to apologise to each other if there are difficulties, so that relationships are quickly restored. Boys and girls of all ages get on well together, irrespective of their backgrounds or time at the school. Pupils have good manners and are courteous to visitors.
12. The personal development of all pupils is very good, and has been strengthened since the last inspection as a result of improvements in provision. Parents are very appreciative of the developing maturity and responsibility of their children and feel that the school equips them well for the next stage of education and eventually as good citizens. All pupils, from the reception class onwards, are encouraged, "to be bold and stand up for what they think" and, "have a go" at activities without fear of failure. Pupils gain an awareness of others less fortunate than themselves through charity work or through the visit of a disabled person to the school. Pupils are gaining a good knowledge of their own abilities through targets. The school makes efforts to raise pupils' self esteem through displays, and celebrates their successes. They are generally proud of their classroom and school, and are given a range of duties both in the classroom and, for older pupils, around the school. They show initiative in small ways but do not, for example, extend this to include keeping their cloakrooms tidy. The pupils chair the school council, which is giving them a say in the running of their school. All pupils display a real sense of moral and social awareness, which is evident in their everyday school lives. The very good range of sporting and non-sporting extra-curricular activities and competitions further develops pupils' self-confidence and responsibility.
13. The school's attendance is consistently above the national average, and both authorised and unauthorised absence rates are below the national average. A few pupils do not always arrive at school on time, but lessons are not affected by any lack of punctuality. The teachers call the register efficiently and courteously at the beginning of each session. However, although teachers always take registration at the correct time and the totals shown are correct, they do not always use the correct coding to enable the school to analyse registers for control purposes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is satisfactory, overall, throughout the school, although examples of good teaching were seen in all classes. Of the 28 lessons observed, one was unsatisfactory and a further 15 were satisfactory. Eleven lessons were well taught and, in one, teaching and learning were very good. There is little significant difference in the quality and effectiveness of teaching between different classes in the school, overall.
15. There is less unsatisfactory teaching than at the time of the last inspection but, equally, there are fewer lessons in which teaching and learning are good or better. Three of the five class-based teachers were new to the school at the beginning of the term prior to inspection, one of whom is a newly qualified teacher. The other two teachers are teaching age groups that are new to them. As a consequence, it took them some time at the beginning of the school year to form the very good relationships that are now apparent and to encourage pupils to work neatly, which affected the rate of progress that pupils made at that time. Inspection judgements are based on reviewing the work of a representative sample of pupils, as well as the observation of lessons during the inspection

itself. However, the quality of the teaching seen during the inspection led to good learning in just under half of the lessons, and this improving standard is now having an increasingly beneficial effect on pupils' progress.

16. The quality of the teaching of communication, language and literacy skills in the Reception class, and of English in Years 1 and 2, is good. In nearly all other areas of learning and subjects it is satisfactory. Because of the timing of the inspection, too little teaching of geography and history in Years 1 and 2 or of information and communication technology (ICT) throughout the school was seen for a reliable judgement to be made about its quality and effect on pupils' learning.
17. The quality of teaching of the pupils with special educational needs is satisfactory overall. Work is closely matched to their needs, often through good adaptation of the normal classroom activities. In all cases these pupils are working towards the same goals as the rest of the class. Class teachers and learning support assistants use pupils' individual education plans effectively. Learning support assistants working with these pupils keep careful notes to make sure that any important information is not lost, which makes a good contribution to the progress pupils make. Where there are more specific needs, great care is taken to make sure that the pupil concerned can participate fully in all activities. A good example of this is the very careful attention given to a hearing impaired pupil. This caring attitude, along with good support from all staff, ensures that the school treats all pupils according to their needs and that most pupils achieve appropriately.
18. The teaching of those pupils identified as able and talented is satisfactory, overall. In the Year 5/6 class, a small group of pupils is taught separately during their class mathematics lessons. This provision is very helpful as it enables each teacher to focus more closely on pupils with a smaller range of needs. The teacher of the able and talented mathematicians has a good grasp of pupils' needs and matches work closely to them. The choice of activities is challenging and motivates the pupils to work hard. The small numbers in the group enable the teacher to deal with individual questions and problems promptly and so time is used well. Relationships are very good and so pupils are willing and confident workers. In addition, a discussion group is held by a learning support assistant to support and extend the speaking and listening skills of these pupils; this was not seen in operation because of the timing of the inspection.
19. The emphasis recently placed on developing pupils' speaking and listening skills has been effective, and pupils make good use of these skills in all subjects of the curriculum. This is already helping to raise the quality and depth of debate in some subjects, such as physical education and science. For example, pupils discussing heat insulation materials in Year 3 and 4 were able to take into account what their peers had said in forming their own views and hypotheses. The skills of literacy and numeracy are taught at least soundly in specific English or mathematics lessons. However, not enough opportunities are provided in other subjects for pupils to use and develop these skills systematically, or for them to contribute to the development of pupils' knowledge and understanding in the subject itself. In addition, not enough use is made of pupils' skills and competences in ICT to support work in other subjects or to develop them further through work in those subjects.
20. Throughout the school, relationships are very good and pupils' behaviour is managed well. As a result, pupils are confident and willing workers who generally try hard to give of their best. Pupils concentrate well on the tasks given and are considerate of their classmates' efforts to do likewise. There is a purposeful working atmosphere when pupils work independently or in small groups. Teachers' knowledge and understanding of subjects is good, which ensures that they teach the correct basic skills and intervene successfully when pupils have a problem. Homework is used satisfactorily to reinforce and extend what has been learned in lessons, although homework diaries are used inconsistently.
21. The less successful aspects of teaching and learning are when the pace drops too low and pupils begin to lose concentration or there are not enough resources available to keep them actively occupied. For example, in a Year 2 ICT lesson, there was only one programmable toy. This meant that too few pupils were involved in practising and developing their control skills and, as a result, some became silly when the toy got near them. This affected their learning and that of others. In a

small number of lessons, the pace varies within the lesson and there is a consequent loss of momentum that has a knock-on effect on the rate of learning for pupils. Sometimes, this is linked to the strategies teachers employ. For example, in an English lesson with the Year 5 and 6 pupils, the teacher spent too much time in a question and answer session with the whole class, which meant that one pupil at a time was contributing, to the detriment of involving a greater proportion of the class more actively in smaller groups.

22. An organisational matter that has an adverse effect on teaching and learning is the occasional practice of withdrawing pupils from lessons to receive, for example, extra teaching in English or mathematics. This arrangement works well when such withdrawal happens during lessons in those subjects. For example, the group teaching of a group of able and talented pupils in mathematics is effective in extending their understanding of, for example, the number system and place value. In addition, groups run by learning support assistants (LSA) in phonics or spelling have a beneficial effect on pupils' skills and understanding. However, when such extra input takes place during lessons other than English and mathematics, it disrupts the flow of those lessons and results in some loss of entitlement. For example, in a music lesson in the Year 5 and 6 class, pupils went out to practise their spellings with an LSA, made too much noise doing so and so time and momentum were lost for a period of time. In this case, the result was that pupils were unable to benefit effectively enough from the good teaching received.
23. The most effective aspects of teaching in the school that result in good learning are:
- Teachers match tasks closely to the different needs of pupils in their class. As a result, pupils are clear about what they have to achieve and are provided with suitably interesting activities to enable them to accomplish their goals. In the Year 2/3 art and design lesson, the teacher made good use of pupils' work from home by highlighting the techniques used. She supported them well throughout the lesson, which ensured that they developed their individual skills fully and learned well.
 - Pupils are given clear indications of what they are expected to learn and so are clear about what they have to achieve. In the Year 5/6 history lesson, for example, the teacher ensured that pupils knew that Greece's geographic situation was an important factor in understanding the impact that it had on European and world history. She made sure they knew exactly where Greece was situated geographically and used pupils' speaking and listening skills well to discuss the country's relationship with other countries and seas.
 - Teaching and learning strategies are suitably varied to achieve objectives and, consequently, pupils are fully involved in what they are doing. This was observed more frequently in classes with Year 1 or Year 2 pupils in them. For example, the very good questioning techniques used in a Year 1 English lesson ensured that all pupils were fully involved all the time by demanding that individuals gave full answers to the initial question and then others were asked to comment on what was said. This made a skilful contribution to developing speaking and listening skills.
 - Lessons are conducted at a pace that balances carefully the need to allow pupils the time to consider their answers and the need to ensure that interest is sustained and no time is wasted. The teaching of the able and talented mathematics group in Years 5 and 6 was a good example of this.
 - The teacher gives clear explanations so that pupils understand the concept being taught, often building logically on what they have done before. In the Reception class lesson on developing the ability to recognise and use the alphabet, the teacher used the 'Jolly Phonics' system skilfully to reinforce what children had already learned and then extended their knowledge further, ensuring that they made good progress in the lesson.
 - Additional support is deployed effectively to help groups of pupils complete their tasks and to answer their queries and problems promptly. An example of this was in a mathematics lesson in Years 3 and 4, where the class teacher worked effectively with a lower-attaining group, patiently explaining what they had to do and overseeing their completion of the task, while an extra teacher extended the higher attainers through probing questioning. This arrangement enabled pupils in both groups to gain a firmer understanding of addition and subtraction strategies, each at their own level.

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

24. The quality and range of learning opportunities provided by the school are satisfactory overall; this standard has been maintained since the last inspection. The curriculum for all subjects is appropriately covered and design and technology provision now meets statutory requirements. This ensures that the curriculum is broad and balanced and meets the needs of all pupils. The curriculum is enriched through a very good range of extra-curricular activities including trips and visitors to the school, all of which are carefully planned to fit with the topic being covered. There are also good opportunities for pupils to develop their oral skills through discussions and sharing their ideas with their peers.
25. The Foundation Stage curriculum has been planned well by the Foundation Stage manager, who currently is on maternity leave. This planning has enabled the current class teacher to follow the long and medium-term planning successfully. The school follows the required Foundation Stage curriculum, based on the Early Learning Goals. This curriculum now includes provision for imaginative play, an area identified as a weakness in the previous report. Lack of space remains an issue in the classroom but is soon to be addressed as part of building works. Outdoor provision is now well planned into the curriculum and resources are now adequate.
26. Long- and medium-term planning in the rest of the school have improved since the last inspection. Nationally recommended guidelines have been adopted for many subjects and commercial schemes have been introduced for the other subjects, such as physical education and art and design. This has ensured the appropriate progression of skills in each subject. Planning is based on a programme of topics spread over two years, which has been adapted satisfactorily for this year while classes have been reduced from six to five in number. Currently, Year 3 pupils in the mixed Year 2/3 work with their peers for three afternoons each week; for the rest of the time the curriculum is suitably planned to meet the needs of the different ages and abilities in the class. Information and communication technology (ICT) provision is barely adequate but the school has comprehensive plans for improvement with a new computer suite, as part of the scheduled building works due to start the week after the inspection. The school has also been given funding to enhance curriculum provision further through developing the school grounds.
27. The school's strategies for teaching literacy and numeracy are satisfactory but the use of these skills, together with the use of ICT, in other subjects has not been exploited fully enough. There are some useful cross-curricular links, such as the use of mathematics in science and art linked with ICT, but these are more incidental and are not systematically planned. The school makes good use of ICT in the library.
28. The school appropriately ensures that all pupils have equal access to the curriculum, through its rolling programme of topics and by ensuring that the needs of all pupils are met during lessons through different activities or levels of support. This is done particularly well in English and mathematics where teachers plan suitable activities to meet the needs of pupils of different age and ability in each class, particularly the higher attaining pupils. However, some pupils are withdrawn for extra support during the afternoon. Although this work is valuable to support pupils' progress in English this does mean that the pupils concerned miss parts of other lessons and their learning in those subjects is impeded. This was evident during the inspection in both a music lesson and an art lesson.
29. The provision for pupils with special educational needs is satisfactory. There are good systems for tracking pupils' progress through the school and for identifying their needs. As a result, the programmes subsequently put in place, for example work on phonics, are supporting the pupils' learning in all subjects. The pupils' individual education plans help to make sure that the provision they are receiving is closely matched to their needs. There is room for improvements through the greater involvement of parents and pupils in the development, implementation and review of the plans.
30. Provision for the able and talented pupils, especially in Years 5 and 6, is satisfactory. All members of staff have recently received training to help them meet the needs of such pupils more effectively.

As a consequence, those pupils identified as being able and talented now receive focused teaching in mathematics and support to develop their speaking, listening and thinking skills regularly each week.

31. Some parents expressed concerns about the number of activities available for their children outside lessons but the inspection team found provision to be very good, overall, for a school of this size and type. After school clubs, run by teachers, support staff and parents are available include French, dance, netball, football, science and choir. They are very well attended by the pupils. Pupils are often involved in competitive sporting activities with other schools and visitors are always welcome to support the curriculum. For example, storytellers, a natural historian and orchestral groups have recently been to the school. Visits to places of interest are carefully linked to the pupils' topic work and include organised history days, a visit to a local bakery and a hawk conservatory. The school provides the opportunity for pupils to learn a number of musical instruments. A course of cycling proficiency is offered to Year 5 and 6 pupils in the summer term. All this extra provision has a very good effect on pupils' learning.
32. Provision for personal, social and health education is good. Teachers regularly use times when pupils sit together in a circle to discuss issues, in particular moral issues and there is a comprehensive planned programme for personal, social and health education. Sex and drugs awareness education is appropriately taught. Parents have the opportunity to watch the sex education videos and have the right to withdraw their child, before these are presented to the pupils. The school has also recently been involved in the 'Healthy Schools Project' through their work on the Boundary Wood and through a recent landscaping project. The school nurse, police and members of the fire service support the school well with the personal, social and health education curriculum.
33. Links with the local community make a good contribution to pupils' learning. The school makes good use of visits to enhance the curriculum, and local businesses encourage pupils to visit their work places. For example, there are good links with a local bakery and with a local motor racing circuit. The whole community has been very involved with a project to improve the school grounds, particularly to develop the woodland area at the edge of the school. There are very good links with the church. Members of the clergy are very regular visitors to the school and take a full and active part in taking assemblies and delivering the religious education curriculum.
34. There are satisfactory links with other schools in the area. At the end of Year 6 pupils move to a wide range of different schools within the area but the school passes on the necessary information wherever possible. Teachers from the local secondary school visit pupils in Year 6 during the autumn term and there are good links for those pupils who move to this school, particularly those pupils with special educational needs. The primary schools in the area sometimes work together to share resources effectively and efficiently; for example, several schools took part in puppet workshops and in training, such as recent training for learning support assistants. However, meetings between curriculum leaders are not as regular as were in the past. There are good links with the local playgroup, including visits, which ensure that the children are familiar with the school staff. This helps to prepare them well for school.
35. The overall provision for pupils' personal development, including spiritual, moral, social and cultural development, is good overall and has been maintained since the last inspection. The provision for spiritual development is satisfactory. Acts of collective worship are suitably planned and detailed records are kept of their themes. Visitors to these assemblies help pupils to think about the lives of others; for example, they were interested to hear about the life of a lady who has Motor Neurone Disease. In some lessons opportunities are provided for pupils to reflect on aspects of their lives and the wonders of the world. For example, in a science lesson pupils in Year 2 were moved to exclaim, "Cool!" when the teacher lit a match as an example of friction in action. The very good links with the clergy and the church support spiritual development effectively. The headteacher is keen to develop pupils' spiritual awareness through an appreciation of art and design but this is in the early stages of development. The development of the school grounds has increased pupils' spiritual awareness of the world around them effectively.

36. Provision for pupils' moral development is very good and is good for the development of social skills. Pupils are given a clear guidance on the difference between right and wrong and there is a comprehensive and consistent discipline code throughout the school. Pupils clearly know the consequences of inappropriate behaviour. Moral issues are often discussed in class and the whole ethos and general relationships around the school provide pupils with good opportunities to develop their moral and social skills. The family atmosphere in the school supports social development well, with older pupils supporting the younger ones well both in the playground and in the classroom. For example, an older pupil takes the Reception class children back to their room at the end of assembly and pupils regularly share books with the children in Reception class. There are plenty of opportunities for pupils to take responsibilities during their time in school, such as acting as librarians, organising the hall for assembly and collecting registers. Pupils are given the opportunity to organise their own fund-raising activities for charities and the School Council hold regular meetings at which they discuss and present to the staff improvements for the school.
37. The school provides good opportunities for cultural development; this was judged in the previous inspection report as being satisfactory. The school welcomes many visitors from a range of cultures to support pupils' learning; for example, musicians and storytellers. They also study their own culture effectively through history topics and visits to places of interest in the area. Opportunities to study and appreciate the diversity and richness of other cultures are provided through geography, art and music. Pupils' notions of tolerance and fairness are fostered well throughout the school because of the ethos and teaching of the school. This stands them in good stead when they meet other and unfamiliar people but other opportunities to prepare pupils for life in the rich cultural diversity of Britain today are not explicitly planned. As a result, pupils' ability to challenge racism, for example, cannot be totally assured.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Pupils feel well supported by the caring and secure school community, and trust all the staff. The headteacher and staff have a thorough working knowledge of all their pupils and accept their pastoral role with enthusiasm and dedication. In response to this good example, many older pupils promote the caring culture and positive ethos of the school further through helping younger pupils.
39. Procedures for monitoring the personal and academic development of all pupils are satisfactory, overall. They are more effective for pupils with special educational needs, and are good in the Reception class. Target setting has had a beneficial effect on ensuring that pupils achieve the results they should, and this process is set to be developed further. Good arrangements for promoting good behaviour and the above average attendance rate also contribute well to pupils' development. Other procedures are informal, and rely more on teachers' experience in the classroom and subsequent informal discussions with the headteacher. This enables teachers to take appropriate action, for example involving professional agencies as required for pupils with special educational needs.
40. The school has a good range of updated support, guidance and welfare policies, which are consistently implemented and effectively guide its actions. The school is very welcoming to outside education and health agencies which support the pupils on a routine basis, or if there are specific problems. The school nurse, for example, has supported the school well with routine medical checks and staff training, and has assisted in teaching sex education.
41. The school has addressed the previous weaknesses in child protection procedures, which are now good. All staff have received recent training and have a thorough understanding of the professional approach in fact-finding children's problems. They are well supported by external agencies, where appropriate.
42. The school has good procedures for monitoring and promoting good behaviour, which allow the school to maintain a calm, purposeful and harmonious environment. Staff have a common understanding of these procedures through effective training. They are skilled in managing the behaviour of pupils by developing good relationships and giving appropriate praise. Classroom rules are developed with pupils, and are prominently displayed. Rewards, including a 'Star of the Week

Award' for each class, raise the self-esteem of pupils and encourage self-discipline. Sanctions, including the use of a time-out room, are well understood by pupils and parents and deemed to be fairly applied. Assemblies and lessons often reinforce some aspects of Christian morality. The headteacher and staff have a thorough awareness of any short-term problems between pupils, so that they are effective in detecting and eliminating any oppressive behaviour by discreet and sensitive interventions, when necessary.

43. Procedures for monitoring and improving attendance are satisfactory. The school has become used to parents conscientiously carrying out their statutory obligation to their children's attendance. The procedures within the attendance policy are not always rigorously implemented, and the monitoring and analysis of registers has had a declining priority from school staff. As a result, the school is unable to analyse patterns of absence for control purposes.
44. The school is a safe working environment for all pupils and staff. Health and safety procedures are sound, but would benefit from an increased frequency of inspections and a greater rigour in the recording of findings. The former health and safety issue from the last inspection has been corrected, but a small number of minor issues, including poor signage, were brought to the school's attention during the inspection. The school has detailed information systems that support any medical emergency, but the recording of accidents and dispensing of medications lack sufficient clarity or control. The school gives good guidance to pupils on health and safety issues at the start of lessons where necessary.
45. Parents and pupils are well supported on admission to the school. New parents' anxieties are minimised through very good induction procedures, and they are given sensible advice on how they can contribute to their children's learning. The school is particularly sensitive to the high number of British Army families that are admitted, often for a short time. The school sustains good working relationships with a high number of secondary schools to ensure a happy transition for all pupils.
46. The school's assessment procedures for subjects are satisfactory, overall, which is an improvement since the last inspection. They are good in the Reception class and in English and mathematics. In the Reception class, the teacher keeps very detailed records, using a good range of tests at regular intervals and using the information to identify any areas for improvement and to set targets for attainment by the end of the year. In English and mathematics, there is a comprehensive battery of testing annually and at the end of each term. The information gained from these tests is recorded carefully and used for a variety of purposes. It provides a good means for the school to judge the progress being made by individuals and groups, and allows suitably challenging targets for improvement for individuals and groups to be set for the year ahead, based on National Curriculum levels. These targets are reviewed at appropriate intervals during the year and are amended, as necessary. The information also enables the school to identify those pupils who would most benefit from additional help, and to target resources accordingly. For example, learning support assistants are responsible for a number of extra support initiatives, such as additional literacy support and 'Springboard' mathematics groups, which help many pupils to make good progress in specific aspects of these subjects. General targets are set out on pupils' tables and refer to that group of pupils, an example being 'to become confident with division'. These are not specific enough to the individual and do not provide an effective way of ensuring that each pupil knows exactly what it is that is to be achieved to raise attainment.
47. In other subjects, there is a variety of methods for assessing pupils' attainment and judging their achievements, many of which are informal and lack sufficient rigour to ensure that teachers' planning builds logically and sequentially on what individuals already know, understand and can do. These have recently been subsumed in Years 3 to 6 into a potentially useful record of achievement. In Years 1 and 2, attainment is summarised onto computer disk in the same format as the annual written report to parents, which is an efficient use of teachers' time. The assessment co-ordinators have good plans to rationalise and clarify these systems and to ensure that pupils' attainment is assessed consistently across all subjects to give a clear picture of how well they are acquiring the skills, knowledge and understanding expected. This is appropriate.

48. The procedures for judging the academic attainment and achievement of pupils with special educational needs are sound. Pupils' individual education plans clearly identify the specific targets for improvement and make satisfactory provision for extra support, where necessary. The targets are reviewed at regular intervals and are amended appropriately. However, parents and pupils are not involved enough in their formulation.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Since the last inspection, the school has continued to have a good partnership with parents. Many parents, including British Army families, make a positive commitment to choose the school in preference to closer schools. They have a high degree of interest in their children's education, as displayed by the increased return of parental questionnaires.
50. Overall, parents' views of the school are satisfactory. The returns to the parents' questionnaire show that there is an improved level of satisfaction since the last inspection. The inspection team agrees with those areas that show high levels of parental satisfaction. However, one in ten parents show an amount of dissatisfaction, particularly in three significant areas; "an interesting range of activities outside the classroom," "right amount of homework" and "works closely with parents." The inspection team judges that parents are not totally justified in these criticisms. There is a very good range of extra-curricular activities and clubs, most, but not all, for pupils in Years 3 to 6, in comparison with other schools of the same size and type. Homework is adequate, overall, although monitoring of practice lack rigour. The school wants to work closely with parents and is largely successful, but some parents still remain upset by the recent reorganisation of the school with some mixed classes, and some staffing instability.
51. The school's links with parents are good. The aims of the school firmly state that it welcomes parental involvement. Almost all parents feel that the school is friendly and approachable, and that they can develop good informal communications with the staff at either end of the school day. New parents, and particularly British Army families, are quickly made to feel welcome through good induction procedures, and they appreciate the clear communication of school routines. These systems ensure that parent's concerns are listened to and that appropriate action is taken.
52. Parents make a good contribution to the working of the school. Some parents work regularly within classrooms or as volunteers to run clubs and support visits. The science club, for example, is run by a parent and involves almost three dozen pupils undertaking projects on the Boundary Wood for the British Association of Young Scientists awards. The school has a full complement of parent governors who have a beneficial impact on the life of the school. The parent teacher association is well supported by most parents, and is vital to the school's well being. It works tirelessly through an enthusiastic committee to raise funds for resources.
53. The quality of information for parents is variable but satisfactory, overall. The prospectus is a good quality document that communicates the essential character of the school. However, the annual governors' report to parents has omitted some information that is required by law. All documents, including some policies, indicate that the school values its parents and stress their importance in the life of the school; however, these policies are not displayed for parents' information. The school communicates well with parents through notices on boards and letters that are easy to read and are issued in good time. The 'Kimpton School News' is a lively communication that is collated by a parent, edited by the school and eagerly read by parents. Annual reports to parents are good. They give thorough feedback on pupils' learning, which addresses a weakness identified in the previous inspection report. They also identify targets for future improvement and seek the views of parents on the past year's progress.
54. The contribution of parents to their children's learning is a satisfactory feature of the school, although the school has not been successful in completing a home-school agreement with all parents. The school gains very good parent attendance for termly information evenings on children's progress. However, there have been few recent information evenings about the curriculum, the latest being about how parents could help able and talented children at home. Parents are usually given an overview of the work to be done during the following term, although

the school was unable to communicate curriculum topics in the last term due to other priorities. Class teachers use homework diaries irregularly, so that the parents of older pupils, in particular, can feel anxious about their preparation for secondary school. Nevertheless, the amount and type of homework are satisfactory for a school of this type and the pupils are prepared soundly for the next phase of their education.

55. The school works effectively, overall, with parents of pupils who have special educational needs. Pupils with statements of special educational needs are involved in annual reviews and in this respect the school fully meets statutory requirements. Individual education plans are shared with parents. However, parents report that they and their children are insufficiently involved in the formulation of these plans. This has a potentially adverse effect on the extent to which parents can help their children at home. In addition, the way the plans are set out does not permit parents' and pupils' views to be recorded systematically on the same form.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Parents, through their responses to a pre-inspection questionnaire and at a meeting held before the inspection, showed strong support for how well the school was led and, in particular, for the educational direction given to the school by the headteacher. Inspection findings confirm this. There have been substantial improvements since the last inspection, at which time many aspects of leadership, management and strategic direction were identified as key areas requiring improvement.
57. The headteacher provides good leadership and is well supported by key staff. The headteacher monitors the quality of teaching soundly both formally and informally. She has a clear vision for the development of the school that is firmly focused on raising standards while maintaining a broad curriculum for all pupils. She has been effective in promoting the aims of the school, ensuring that it has improved well since the last inspection, and in engendering a good team ethic, which is a major factor in the school's improvement. The headteacher has ensured that the school has remained a harmonious place to learn by actively promoting pupils' personal development as caring and thoughtful young people who actively listen to, and tolerate, a range of opinions and viewpoints. She works closely with subject managers to implement the school improvement plan, with the result that all members of staff now know what has to be done to improve the pupils' performance and share a good, common commitment to succeed. The drive to refine and improve practice is an intrinsic part of the school ethos.
58. Subject managers for English, mathematics, science, information and communication technology and assessment provide good leadership and management. Other subjects are managed broadly satisfactorily, if informally, the difference being principally because the teachers involved are new to their roles. The role of all subject managers is recognised as being in need of development to enable them to evaluate rigorously the quality of teaching and learning, following training. They do monitor planning and sample pupils' work regularly to assess attainment and the progress that pupils are making. In English, mathematics and science, this provides good accurate information that is analysed and evaluated thoroughly to provide high quality information on which the school bases its improvement plan. It is less well developed in other subjects, although there are no subjects where improvements have not been planned. Nevertheless the overall strategy is effective, as seen in the recently improving standards of teaching across the school. The manager for special educational needs provides sound leadership and has reviewed the school's provision appropriately in the light of the new code of practice. The policy and practice are due to be reviewed very shortly to bring them fully up to date. Effective use is made of all staff, including those from outside agencies, to support pupils including those with statements of special educational needs.
59. The governors have a good understanding of the strengths and weaknesses of the school. They visit the school regularly and each has an area of interest in the school, such as special educational needs or literacy. They have a good grasp of the information provided by national test results and other detailed assessment information provided by the headteacher. Through their committee structure they regularly monitor how well the school is doing and ensure that most of

their statutory requirements are met, though there are some omissions in the information required by law in their annual report to parents concerning arrangements for pupils with disabilities.

60. Governors make a good contribution to the strategic direction of the school; they are fully and appropriately involved in deciding the priorities for the school improvement plan and in monitoring and evaluating expenditure. The school is benefiting from the governors' expertise in a variety of areas. For example, governors' financial expertise has been very effectively used to make sure that the efficient use is being made of grants available for the imminent extension to the school buildings. This ensures that the governing body is making sure that they use all the resources available to them efficiently and spending their money wisely.
61. Governors have agreed a good performance management policy, which is being implemented effectively. This is helping to implement the school's strategic plans by making sure that staff are well trained and is linked well with the priorities identified in the good school improvement plan. This plan covers an appropriate period in detail and successfully links all the identified areas of priority into a coherent whole. This reflects a substantial improvement since the last inspection when this aspect of the school was identified as a weakness. Its priorities, which have been derived by a combination of monitoring, perceptive analysis and good evaluation, are very appropriate, as are the strategies to be used to achieve them. A very good example of this is the school's successful work on developing speaking and listening throughout the school. Through the school's effective arrangements and procedures for performance management, training is built into the programme to make sure that all members of staff keep their skills and knowledge up to date. A good example of this is the work done on supporting able and talented pupils, as a part of which learning support assistants received training alongside teachers. This has added to their existing nationally recognised qualifications in supporting pupils with learning difficulties. For newly qualified teachers or for those new to the school, there are good induction procedures and, currently, the school is soundly placed to help students who wish to train as teachers.
62. The headteacher and governing body keep themselves up to date with regular monitoring statements that show whether spending is as predicted. Day-to-day financial administration and management are good. An auditor's report, carried out just before this inspection, revealed the need for only very minor improvements, which are already in hand. The good quality information made available by the school administrator enables good control of day-to-day expenditure as well as longer term spending. The administrator is an efficient and active member of the school staff who makes skilful use of new technology. Good use is being made of grants that are earmarked for specific purposes such as special educational needs. The finance sub-committee monitors the budget efficiently, which enables them to chart their progress effectively towards the goals that they have set in the school improvement plan.
63. The school has a good number of teachers who are well qualified and suitably experienced to teach the National Curriculum and religious education. The priority that has been given to making sure that the professional development of the staff is maintained is making a good contribution to the pupils' performance, particularly in the core subjects. Non-teaching members of staff are deployed effectively and thoughtfully. They work closely with teachers and make a valuable contribution to the overall quality of the educational provision, and in turn are highly valued themselves.
64. The accommodation is satisfactory and allows the curriculum to be taught. The imminent building improvements, which have been fully costed by the governors and which account for the high level of finances carried forward from previous years, will improve provision for information and communication technology and allow the library to be further developed into a research and information centre. There are also ambitious plans to develop nearby woodland and use it to enrich and enhance curriculum provision. The accommodation is well maintained by the caretaking staff.
65. A weakness identified in the last report concerning resources to support learning in some subjects has now been remedied. This illustrates the successful way in which the school has systematically targeted spending to support curriculum improvement. There are now sufficient good quality resources to support teaching and learning in all subjects except information and

communication technology, where they are barely adequate, and mathematics and science, where they are good. Resources are in good condition, neatly stored and readily accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To improve standards further, the headteacher, staff and governors should now:

- (1) Build on the successful use of assessment information in English and mathematics to ensure that targets for improvement are sharply focused on what individuals need to do next to improve their attainment and extend this process to other subjects in a manageable way.
Paragraphs: 46, 47, 100, 107, 112, 118, 128 and 133.
- (2) Improve aspects of the curriculum by ensuring that pupils' skills and competences in literacy, numeracy and information and communication technology are rigorously developed in other subjects.
Paragraphs: 5, 7, 8, 19, 27, 80, 83, 88, 92, 96, 101, 106, 112, 118, 122 and 128.
- (3) Improve the quality of teaching and learning by:
 - a. Developing the role of subject managers to enable them to monitor teaching and learning regularly and to evaluate them rigorously;
 - b. Enabling teachers to share the best practice evident in school;
 - c. Improving the consistency and rigour with which homework is set and ensuring that arrangements are shared with parents.
 - d. Ensuring that lessons start on time and that interruptions are minimisedParagraphs: 20 – 22, 28, 50, 54, 58, 81, 82, 95, 96, 102, 105, 111, 112, 117, 118, 122, 128 and 133.

NB: **All these areas for improvement have already been identified as priorities either in the overall school improvement plan or in subject managers' development plans.**

In addition, the governors should also consider:

- a) Improving the way pupils are prepared for life in the rich mix of cultures in modern Britain.
- b) Ensuring that pupils with special educational needs and their parents are fully involved in formulating and reviewing individual education plans.
- c) Making sure that attendance registers are completed in accordance with the school's agreed policy.
- d) Ensuring that the governors' annual report to parents fulfils all statutory requirements.

Paragraphs: 13, 29, 37, 43, 48, 53, 55, 58 and 59.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	11	15	1	0	0
Percentage	0	3.6	39.3	53.5	3.6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost four 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)	138
Number of full-time pupils known to be eligible for free school meals	5

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	24

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	10
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	14	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	10	14
Percentage of pupils at NC level 4 or above	School	56 (70)	63 (65)	88 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	8	11	11
Percentage of pupils at NC level 4 or above	School	50 (83)	69 (78)	69 (83)
	National	73 (72)	74 (74)	82 (82)

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

NB. Because the number of boys or girls is so small, the details of how many have attained each level has been omitted to protect confidentiality. This is standard practice in all inspection reports.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	8	0	0
My child is making good progress in school.	49	44	5	0	2
Behaviour in the school is good.	35	63	2	0	0
My child gets the right amount of work to do at home.	28	46	24	2	0
The teaching is good.	44	49	2	2	3
I am kept well informed about how my child is getting on.	26	61	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	2	0
The school expects my child to work hard and achieve his or her best.	44	54	2	0	0
The school works closely with parents.	26	51	21	2	0
The school is well led and managed.	30	58	2	7	3
The school is helping my child become mature and responsible.	44	46	0	0	10
The school provides an interesting range of activities outside lessons.	21	42	26	9	2

Summary of parents' and carers' responses

- The vast majority of those responses critical of the leadership and management of the school came from one family.
- Four-fifths of the responses concerned about the range of activities outside lessons came from the parents of pupils aged seven years or less.

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

67. The provision for children in the Foundation Stage is satisfactory and has improved since the last inspection when provision in several areas of learning was limited. Space remains an issue but is to be addressed during major building works about to commence; nevertheless the current teacher is making good use of the space available. She has created an interesting and stimulating learning environment for the children and outdoor activities are appropriately planned within the curriculum.
68. Children enter school in the September in the school year in which they are five. They come from a wide area surrounding the school and overall attainment on entry to school is above average. None of the children is identified as having learning or behavioural difficulties. A well-planned programme to introduce the new children and their parents to the school ensures that positive relationships are quickly forged with families. Links with the playgroup are well established and links with local nursery schools are developing appropriately.
69. All children work hard in response to teaching that is consistently at least sound and in the communication, language and literacy area of learning is good. In addition, children receive good support from the learning support assistant and other adult helpers who are used effectively to support group and individual children's learning. Planning is satisfactory and the teacher is greatly helped as she settles into her new role by the long and medium term plans, provided by the Early Years co-ordinator. The quiet but firm management of children and high expectations of good behaviour, have achieved a calm purposeful working atmosphere where relationships are very good. The teacher clearly explains what the children are going to learn in the lesson and during plenary sessions effectively assesses knowledge and understanding gained in the lesson. She also provides good opportunities for children to assess their own knowledge and understanding gained during the lesson. They are very comfortable with this procedure, for example, during a plenary session, when the teacher was assessing whether children could sequence the alphabet correctly, one child said, 'We are not doing this very well are we?' Most children make satisfactory progress while in the reception class because of sound teaching and by the time they enter Year 1 of the National Curriculum overall attainment is above average. This represents a satisfactory level of achievement, overall, although good levels of achievement are evident in the way they improve their communication, language and literacy skills.
70. Assessment procedures are good in the Foundation Stage. The teacher effectively uses baseline assessment procedures recommended by the authority and keeps very detailed records throughout the year. These are used to set group targets, which are shared each term with parents. Samples of children's work in writing, reading and mathematical development are regularly assessed and the teacher uses the information to predict expected levels of attainment by the end of the year. All children are tested during the summer term, using a commercial test recommended by the local education authority that is used well to identify any areas of weaknesses in communication, language and literacy skills. This information is passed to the next teacher.

Personal, social and emotional development

71. Boys and girls are eager to come to school and have settled quickly into class routines. They clearly know the rules and conventions related to the classroom and school life. They are well able to play together and to share resources. This was observed in several lessons during the inspection. They know how many children are allowed in particular areas and seek advice from the teacher when they want to take part in an activity where the correct number of children are already playing, for example in the sand area. They are extremely polite to adults and to each other, often saying 'excuse me' before they speak. Boys and girls dress sensibly for physical education lessons and are willing to help each other change their clothes.

Communication, language and literacy

72. All children make good progress in developing their communication, language and literacy skills because the quality of teaching in this area of learning is good and this has a beneficial effect on learning. Children's good speaking and listening skills help them contribute well to class and group discussions. Further opportunities for speaking are provided as children develop their imaginative and language through role-play, in, for example, the area currently used as Little Red Riding Hood's granny's house. Children enjoy books and handle them appropriately. They talk enthusiastically about the pictures and most give appropriate details of their favourite book at home. They read simple text mainly accurately and the higher attaining children are reading text at an appropriate level with confidence and expression. Children know a good range of initial letter sounds and names and many are beginning to use this knowledge well to spell unfamiliar words. Most write their name and form letters mainly correctly. Higher and average attaining children are beginning to write a simple sentence to communicate meaning, while children of lower ability are using initial letter sounds effectively in their writing. They are able to tell the teacher what they have written.

Mathematical development

73. Children are encouraged to develop their understanding of number through day-to-day use in a range of activities as well as planned numeracy sessions. Many recognise numbers to twenty and most count correctly beyond ten. Many count the number of cakes on a plate and record their numbers accurately. A small minority are still writing numbers backwards. Higher attaining children, with some adult support, are beginning to add two numbers together accurately. They order objects correctly according to height and accurately name two and three-dimensional shapes. Evidence from the teacher's planning indicates that number songs, displays and daily routines are used to reinforce counting activities and, as a result, achievement is satisfactory.

Knowledge and understanding of the world

74. Many children come to school with good general knowledge and a keen interest in the world around them. They make sound progress in the reception class. They know how people in the past used to do their housework. They predict sensibly whether a selection of objects will roll down a hill or which objects will float or sink, and find out which objects are attracted to magnets. They investigate how to join materials for different purposes; for example, they use paper clips and glue to make a grandfather clock and make bridges for the goats to cross over the river, both activities linked to familiar fairy stories. Children draw reasonable maps of a walk to the post office and also the journey Little Red Riding Hood took through the woods to her grandmother's house. They use a good variety of construction kits to make their own models. They operate the computer effectively, using a mouse to move objects across the screen.

Creative development

75. Provision for creative development has improved significantly since the last inspection. The teacher's planning shows that there are regular opportunities for children to work with a good range of materials, such as pastels, paints, crayons, clay, plasticene and dough. For example, the children were carefully painting trolls made from dough during the inspection, and there are displays of their models of teddy bears relating to the story 'We're going on a bear-hunt'. They have also made and flown simple kites, and made satisfactory observational drawings of fruits. In music children identify high and low notes correctly and use mini glockenspiels appropriately to illustrate the movements of the big, middle-size and little Billy Goats Gruff over the bridge.

Physical Development

76. Provision has improved since the last inspection. Children have many opportunities to develop their co-ordination skills as they handle small tools, such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently take apart and put together construction materials and work effectively with jigsaws. In a physical education lesson in the hall children demonstrated

confidence in using the large apparatus. They make interesting shapes both on the apparatus and on the floor, and make positive comments about each other's work, sometimes suggesting how others could improve their work. Outdoor activities are regularly planned and further development of the outdoor area is planned as part of the development of the school grounds, including a circuit for children to ride their bikes and other vehicles.

ENGLISH

77. The pupils' attainment is above the national average at the end of Year 2, as it is in speaking and listening and reading at the end of Year 6. Writing standards at the end of Year 6 are broadly in line with the national average. This is similar to the situation that existed at the end of the last inspection. However, since then the school has effectively implemented the National Literacy Strategy and this is helping to increase the depth and range of the pupils' work. Overall, pupils are making good progress in relation to their prior attainment in Years 1 and 2 and sound progress in Years 3 to 6, including those with special educational needs.
78. These findings were similar to those suggested by the 2002 national tests, when results in Year 6 were similar to the national average. When compared with schools of a similar intake, however, the performance of the pupils was well below average. Compelling reasons account for much of the shortfall; there were unusually high numbers of pupils who were experiencing learning difficulties, especially in writing, as well as a large proportion of pupils joining the school in each of the preceding four years, sometimes nearly half of the class. Much that the school is doing now is improving the situation and, consequently, the pupils' performance is strengthening.
79. Improving pupils' speaking and listening skills was a recent development priority for the school, and they are now being effectively promoted throughout the school as a key element to improving standards overall. The work that has been undertaken to date accounts for the improvements in this area. In Year 2 many pupils are now reaching high levels and they talk with assurance and confidence. What they are saying is very often informed by what they have heard previously from their peers, which they take fully into account. They respond thoughtfully to questions and are starting to adapt what they are saying to the listeners' needs. For example, pupils in Year 1 working on phonemes checked whether yesterday's lesson had been seen, because they did this sort of thing "most of the time." Lower achieving pupils' skills are also developing well and their ability to listen attentively enables them to understand the ideas being taught. In Years 3 to 6, nearly all pupils have a good command of this aspect of English. A particularly noticeable strength is their willingness to pay close attention to what others say in discussion. Frequently pupils referred to what they had heard in class discussions. For example, in a Year 3/4 science lesson where pupils were giving reasons for their views, pupils were able to say which elements under discussion they agreed with and which they did not. This attribute makes a very good contribution to pupils' performance in other subjects. Good examples of this were seen in physical education, science, history, geography and in smaller discussion groups throughout the school.
80. By the end of Year 2 pupils are using a wide range of strategies to read both familiar and unknown texts. Their phonic knowledge is good and this is making a good contribution to standards and progress. Systematic teaching of phonological awareness and good support for pupils who lacked understanding in this area are the main factors that account for this improvement. Most pupils have clear views on the sort of books that they enjoy, but have yet to develop firm preferences for different authors or illustrators. Year 6 pupils are developing preferences in fiction that include the genre as well as the author and some higher attaining pupils are reading a very wide range of books. Pupils have a good knowledge and understanding of a wide range of texts because they are being encouraged by their teachers and the librarian to try different styles and authors. Regular use of different texts in the literacy hour is also stimulating the pupils' interest in books and helping to extend both the depth and the quality of the texts the pupils are reading. Throughout the school, pupils are becoming adept at using books. For example, Year 2 pupils know how to find information books in the library and use them to find out things to support their work in other subjects. This enriches their work and is helping to raise standards overall. Year 6 pupils know how to use non-fiction well and, for example, skim read effectively to find information. They do not yet use the Internet enough to capitalise on the skill that they have. Nevertheless, their improving

research skills are making a good contribution to their work in other subjects, such as geography and history.

81. Nearly all of the pupils write in sentences and use capital letter and full stops accurately. Their word choice is in Years 1 and 2 increasingly imaginative and the content of their work is engaging and interesting. A good example is the recently written play scripts. Spelling is good and most common words are now accurately spelt. Lower attaining pupils are also making good progress. This is because their weaknesses are quickly identified and they are given extra help in smaller groups to help them improve. These arrangements are working well. Pupils' writing in Years 3 to 6 is becoming effectively organised and structured. For example, they use well-written settings to start stories and the sentences they are using are becoming more complex. The volume of work that they are producing is still too low and although the higher attaining pupils are beginning to understand the need to adapt their writing to match their audience, most pupils are not yet able to do this. The presentation of the pupils' work is often good. Most, including lower attaining pupils, are now developing legible, fluent handwriting styles. Nearly all of the pupils' writing is well punctuated. They have a sound understanding of speech marks. Spelling is good and the pupils are benefiting from the systematic teaching of word level work in the literacy hour. Some pupils with particular weaknesses are taught in small groups. Whilst this is helping to improve their spelling and phonic awareness, it can mean that they miss part of a lesson in another subject.
82. The quality of teaching and learning is good in Years 1 and 2 and sound in Years 3 to 6. The quality is improving as teachers get to know the pupils in their care, provide greater levels of challenge and expect higher standards from them. The most effective teaching has very distinctive characteristics. The most significant of these that is helping to improve the pupils' knowledge, skills and understanding in English are the methods used. These are imaginative and well matched to the needs of the pupils, which motivates them very effectively and ensures their total involvement. A good example of this was in a lesson to illustrate the different sounds made by the phonemes "oa" and "ai." The pupils were given cards with a phoneme on and were required to sort themselves into the right groups whilst making the sound on their card. They understood exactly what to do, and as a result developed a secure understanding of those sounds. The very good classroom management, good relationships and the willingness of the pupils to collaborate all played their part. In some parts of the lessons, mostly in Years 3 to 6, there was a lack of sufficient pace or variety; too much emphasis was placed on question and answer methods at the expense of, for example, more discussion and greater active involvement by pupils in pairs. Homework is beneficial to the progress that the pupils are making. Learning support assistants support the lower attaining pupils well and make sure that these pupils participate fully.
83. The school has successfully implemented the National Literacy Strategy. All teachers follow the same planning format, which is helping to make sure that the pupils receive challenging work appropriate to their level of attainment. It is also helping the school to cope efficiently with the mobility of pupils joining the school in Years 3 to 6. However, the potential for developing pupils' literacy skills through work in other subjects is not exploited fully enough. Another area for development is in the use of information and communication technology to support learning in this subject.
84. The school has a good library that is being used well by the pupils. They operate the electronic loan system competently. The librarian not only makes sure that the systems run smoothly but also vigorously promotes the use of books for a variety of uses throughout the school, such as project work or to support a history study. This is working well, stimulating the pupils' interest in books and literature and making a good contribution to their attainment and achievement.
85. The quality of leadership in English is good. The subject leader is well qualified and experienced and has a thorough and perceptive understanding of the strengths and weaknesses in the pupils' performance, provision and quality of teaching in the school. This has a positive effect on standards. The improvement plans derived from the analysis of the pupils' performance and other information, including good assessment procedures, are well thought through. Their systematic implementation is a key factor in driving the improvement that is now taking place.

MATHEMATICS

86. Although the school's results in the 2002 national tests were above the national average in Year 2 and below the national average in Year 6, the small size of successive year groups make comparison between successive year's results unreliable. A more reliable indicator is that of trends over time. These confirm that mathematics results in Year 2 have been generally above the national average over the last five years and have kept pace with national improvements. Year 6 results have not kept pace with national improvements over the last five years, overall, although the gap between the school's performance and the national trend has closed in each of the last two years.
87. School analysis of results shows that, although below the national average in 2002, the results are evidence of satisfactory achievement for that group of pupils during the previous four years since taking the Year 2 national tests. Of the pupils in that year group who left between taking the Year 2 and the Year 6 tests, a disproportionate number were potentially higher attaining pupils, and seven of the year group of sixteen who took the Year 6 tests were on the school's list of those with special educational needs. This adversely affected the average results obtained.
88. The findings of the current inspection are that pupils in Year 2 and in Year 6 attain results that broadly match the national average, as they did at the time of the last inspection. Pupils, including those with special educational needs and those identified as able and talented, are achieving satisfactory results in relation to their prior attainment in all aspects of their work. The consistency of achievement across the full range of the mathematics curriculum is an improvement since the last inspection. However, many pupils, particularly in the Year 5/6 class, do not recall appropriate number facts as swiftly as they should. The difference between these findings and the results of the national tests in the previous year is caused by the different ability profiles in the year groups.
89. Year 2 pupils double numbers to 100 securely and add and subtract numbers to 20 accurately. Lower attaining pupils calculate consistently correctly only when numbers are smaller than 11. While nearly all pupils have a reasonable understanding of the effect position has on the value of digits when working with two-digit numbers, only the higher attaining pupils extend this accurately to larger numbers. Pupils confidently count in sequence forwards to 100 but are much less secure when counting backwards, doing so slowly and without confidence. They understand how to show halves and quarters of shapes when folding paper and higher attaining pupils extend this to thirds, but very few draw the fractions with sufficient precision.
90. Year 4 pupils have built securely on the high standards they showed in national tests in previous years. Lower attaining pupils add and subtract accurately and reasonably swiftly using single digit numbers. Average attaining pupils use a good range of strategies to find out the missing numbers in addition and subtraction problems, and higher attaining ones have a secure and swift grasp of appropriate number facts and explain their methods clearly and accurately. All pupils have an appropriate understanding of the number system, knowing, for example, that addition totals can be checked using subtraction.
91. In Year 6, higher attaining pupils work at levels above those expected. They apply their knowledge of the normal number system to gain understanding of calculation using different base numbers, for example base 6, and show a good and swift grasp of addition and subtraction principles. The timetabling arrangement that sees these pupils being taught in a separate group to their classmates and by another teacher is effective because it enables each teacher to plan work that closely matches the different needs of each group. As a result, the levels of challenge for this group of pupils are suitably high and they respond well.
92. Average- and lower-attaining pupils in the Year 5/6 class do not recall number facts with enough facility. They do not yet have a firm enough knowledge, for example, of all the multiplication tables to ten, and this hinders the speed and accuracy with which they complete their work. A recent emphasis on this aspect of their work is beginning to have a beneficial effect, although more remains to be done to improve standards to the expected levels. Pupils have a sound grasp of how to calculate the next few numbers in a given sequence, with a small proportion able to use

negative numbers correctly. Average attaining pupils find the percentages of given numbers correctly and multiply decimals to two places accurately. They have a secure understanding of ratio and proportion and represent data in a small variety of ways, although axes and graphs are not infrequently unlabelled. Lower attaining pupils add fractions with the same denominator accurately and turn improper fractions correctly into mixed numbers. They calculate the area of compound regular shapes correctly and have a generally sound grasp of how to calculate averages.

93. Based on the evidence of work in pupils' books since the beginning of the year, as well as the lessons seen during the inspection, the quality of teaching is satisfactory, overall. The quality of teaching and learning were good in three of the five lessons seen during the inspection and satisfactory in the remainder. The quality of teaching and learning is now improving as teachers who were new to the school at the beginning of the year match their expectations of the standards to be achieved to the individual pupils in their class. No judgement about the quality of teaching and learning was given in the previous inspection report.
94. Teachers plan their lessons carefully, using national guidance soundly, which is an improvement since the last inspection. They identify the purpose of the lesson clearly but often their planning shows what is to be covered in the lesson rather than what they expect pupils to have learned by the end of the lesson. Activities are suitably amended to cater for the differing needs of groups of pupils and show sound expectations. In this way, the needs of all pupils, including those with special educational needs, are met fully. Homework is appropriate in quantity and reinforces and extends learning soundly. Teachers manage pupils' behaviour consistently well and relationships are uniformly good. This means that pupils are confident and willing learners who are given every opportunity to succeed at the tasks set. Pupils generally work diligently and participate fully, making good efforts to complete the work set.
95. In those classes where the teacher shows enthusiasm and verve, challenges pupils with probing questions and has high expectations of the pupils, they respond fully and achieve good results. A good example of this was the initial session in a lesson in the Year 3/4 class, where the pace was unremittingly high and the teacher directed her probing questions to those pupils who did not volunteer to answer, which ensured that all pupils were fully involved throughout and made good progress in extending their range of addition and subtraction strategies. This rate of progress has been sustained in this class throughout the year so far. In a minority of lessons that are otherwise satisfactory, however, there is sometimes a lack of urgency, which results in pupils completing tasks at a rate that does not extend them as fully as it might. The initial sessions of lessons, which are intended in the national strategy as times to promote the quick recall of number and to sharpen pupils' focus, are not always used to the best effect. On occasions, they are used as times to introduce the main purpose of the lesson. As a result, opportunities to improve the speed of pupils' recall of basic facts are lost. The subject co-ordinator is aware of this fact and has firm plans to address it in the near future.
96. The subject manager is new to the school and the role. She has settled in well and has a good grasp of the areas of strength and those that need attention gained through formal evaluation of the work of a sample of pupils and informal discussions with colleagues. She has been unable to evaluate the quality of her colleagues' teaching and its effect on pupils' learning but the school recognises this as a priority for the near future. Planning at all levels has improved since the last inspection and there is a much clearer understanding of the sequence in which pupils should acquire the relevant skills and competences. Good assessment procedures have been devised, and the information gained from them is used well to plan further work and to target resources to areas of greatest need, examples being the extra group for higher attaining pupils in Years 5 and 6, and the successful 'Springboard' provision overseen by learning support assistants. However, although there are examples of the appropriate use of pupils' mathematical skills in other subjects, for example to construct graphs and tables of findings in science, this is not rigorously planned to ensure that mathematical skills both contribute to the work in other subjects and are extended through work in them. In addition, not enough use is made of pupils' skills and competences in information and communication technology to contribute to their mathematical development. Resource levels and quality have improved since the last inspection and are now good.

SCIENCE

97. Standards in science are above the national average at the end of Year 2 and in line with the national average by the end of Year 6. This indicates an improvement from last year's national test results in Year 6 when standards were below the national average. The school is aware that there was a high proportion of pupils with special educational needs in the previous year. Attainment is similar to that found in the previous inspection. Most pupils are achieving satisfactorily and inspection evidence indicates that many pupils are achieving better orally than are able to express themselves in writing.
98. By the end of Year 2 most pupils have a good understanding of the need for humans to keep healthy, by having a balanced diet and plenty of exercise. They understand that there is a force of friction between two surfaces and that friction is stronger between rough surfaces than smooth. Most understand the necessity of a fair test when conducting an investigation. For example, in one lesson pupils explained the necessity to measure the same distance and surfaces when using a force metre to measure friction. By the end of Year 6 pupils have developed their knowledge and understanding of humans and investigate how protein, carbohydrates, fibre and vitamins contribute to a healthy diet. They know the functions of some of the major organs of the human body. They know that increasing the flow of electricity will make bulbs brighter, will make buzzer sound louder and will make motors turn quicker. Evidence from pupils' work when in Year 5 indicates that they understand the terms photosynthesis, pollination and fertilization in relation to reproduction of plants. They explain the properties of materials clearly and explain how these differences are used to classify substances. During the inspection younger pupils in Year 3 and 4 satisfactorily investigated which materials keep ice cool, making good hypotheses based on their previous experience and learning.
99. The quality of teaching and learning is satisfactory overall, with inspection evidence indicating some good teaching in Years 3 to 6. This is having a positive effect on learning and indications are that standards in Years 3 and 4 are better than expected for their age. Although evidence in pupils' books indicate average standards in Year 6, in a lesson observed during the inspection, good teaching enabled pupils to make good progress and reach above-average standards. In this lesson the teacher consistently challenged pupils' thinking through skilful questioning and made very good use of pupils' own experiences to support learning. One pupil talked in some detail about how his hearing aids help him and he was well able to answer questions. Most pupils showed a good understanding of how sound travels through different materials to the ear. All teachers use the behaviour management strategies well in lessons. Behaviour is good and pupils concentrate well and are keen to learn. They generally set a satisfactory pace of work but when lesson pace is slow pupils easily become distracted and off task.
100. Overall, teachers' planning is satisfactory and they make sound use of the national recommended guidelines, appropriately adapted to meet the needs of the school. Long and medium-term planning has been adapted to take account of the changes in mixed age classes for this year, following the identification by the co-ordinator of some repetition in the older classes. Assessment procedures are satisfactory. Teachers are using suggested assessment tasks at the end of each unit of work. These support the making of assessments by teachers for each pupil at the end of each year based on the National Curriculum levels of attainment. Teachers track the progress of individual pupils successfully and predict what level they expect pupils to reach by the end of the following year. However, the information is not used consistently to make sure that every individual builds fully on what they already know, understand and can do. The co-ordinator has identified the need for staff to look at samples of pupils' work together to agree on expected attainment for each National Curriculum level in view of the recent staff changes.
101. There are satisfactory links between science and some areas of the curriculum, but pupils' literacy skills have not yet been utilised sufficiently to help them record their experimental findings. In addition, there is insufficient use of pupils' skills and competences in information and communication technology. Good opportunities are provided for pupils to discuss their ideas and to answer questions orally in detail. Pupils satisfactorily record their findings in tables and graphs.

Younger pupils produced a graph to show results of an investigation into the most popular sandwich filling. There is satisfactory provision for spiritual and social development through opportunities for pupils to reflect on the world around them and by providing opportunities for pupils to work in groups.

102. Management is good and the co-ordinator has a comprehensive plan to raise standards in science. She effectively monitors samples of pupils' work and planning and regularly reports her findings to both the headteacher and governors. The headteacher usually undertakes monitoring of the quality of teaching but plans are in place to enable subject managers to observe lessons in their subject area. Resources are good and the school makes good use of visits and visitors to support pupils' learning. For example, as part of a topic on healthy eating, pupils visited the local bakery. There is also a popular science club run by a parent, which has a positive effect on pupils' enjoyment and learning.

ART AND DESIGN

103. Pupils' attainment meets national expectations for pupils at the end of both Year 2 and Year 6. Standards have been maintained since the last inspection in Year 2 and have improved significantly by the end of Year 6. The last report stated that progress between Years 3 and 6 was unsatisfactory but this is no longer the case. All pupils are making satisfactory progress in their development of skills, knowledge and understanding. The school has adopted a comprehensive scheme of work, which has successfully addressed the issue raised in the last inspection report concerning a lack of progression of skills and, as a result, pupils' achievement is satisfactory.
104. By the end of Year 2 pupils explore ideas and use a satisfactory variety of materials and processes to communicate their ideas and meanings. They use materials such as pastels for satisfactory observational drawings, experiment sensibly with different ways of printing and have a secure knowledge of how to tie-dye materials. They use their knowledge of producing light and shade effects effectively when making observational drawings of shapes using charcoal and chalk. They are beginning to make positive comments on differences in each other's work and suggest ways of improving their own work. By the end of Year 6 most pupils confidently use a range of media and techniques to create interesting works of art. Inspired by poems written by William Blake, pupils use paper maché on wire frames to produce satisfactory sculptures of tigers and elephants. They make detailed observational drawings of musical instruments and satisfactorily develop their printing skills making designs using different shades of green. They paint recognisable pictures and patterns in the style of a number of different artists, such as Van Gogh, William Morris and Mondrian. Younger pupils in Years 3 and 4 decorate tiles inspired by 'Beato Angelico'.
105. Only a few lessons were observed during the inspection but, from looking at samples of pupils' work and from looking at teachers' planning, it is clear that the quality of teaching and learning is satisfactory overall. Teachers have secure subject knowledge and use the scheme of work appropriately to ensure progression of skills. Praise is used effectively to promote discussions and to share ideas. This has a good effect on pupils' learning and gives them confidence to experiment with ideas. Good demonstrations of techniques support learning well and pupils respond with eagerness and interest. However, when a group of pupils were withdrawn from one lesson for additional literacy support this had an adverse effect on their learning in art and design because they were not able to start the task with the rest of the class and to benefit from the teacher's effective introduction.
106. There are some links with other subjects, such as information and communication technology and English, but these are not exploited fully enough to ensure that pupils' skills are developed sufficiently. Pupils of all ages use computer programs for drawing and design. Pupils in Year 1 used a program to design and produce a Christmas card. Art and design makes a good contribution to cultural development through studies of a range of artists and art such as Indian art. The headteacher is beginning to develop notions of spirituality through pieces of art in assembly.

107. Management is satisfactory. The co-ordinator suitably addressed the issues identified in the previous report of teachers' insecure subject knowledge and unsatisfactory progress by introducing a comprehensive scheme of work and through training for all staff. She has good subject knowledge and uses her skills and expertise well to support colleagues. Assessment procedures are in their early stages of development. Individual records indicate the National Curriculum level each pupil has achieved at the end of the year through teacher assessment but no indication of levels achieved are recorded on any pieces of work and there is no information about what each pupil needs to do to improve their work. Most pupils have sketchbooks but these are not used regularly enough for pupils to plan their work or to practise techniques. Marking is inconsistent. Resources are adequate and used appropriately. Visiting artists support the teaching of art satisfactorily.

DESIGN AND TECHNOLOGY

108. Only one lesson was observed because of the timing of the inspection. Judgements are therefore also based on samples of pupils' work in books, on walls and on display, and on discussions with pupils. Pupils' standards by the end of Year 2 and Year 6 broadly match those expected nationally, which is an improvement since the last inspection. All pupils, including those with special educational needs, achieve satisfactory results in relation to their prior attainment. No pupil is identified as being able and talented in this subject.

109. Year 1 pupils have a reasonable understanding of mechanisms, such as axles. Their designs include labelled diagrams, and they list what they will need to build a postal van, copying from a given list of possibilities. This standard is above that expected for their age. Pupils in Year 2 design both the package and the filling for a sandwich, following a visit to a local bakery. They design the package, using suitably labelled drawings. They give satisfactory evaluations about what they like and dislike in their designs and say what they would do differently in the future. Year 4 pupils show good standards when they design packages for a breakfast cereal or build a 'moving monster', using pneumatics. Higher attaining pupils give step-by-step accounts of how their designs will be built and then modify their designs as they proceed. Evaluations are detailed and give full accounts of how well they feel their team has performed in solving the difficulties encountered.

110. In building paper models of tigers or elephants, pupils in Year 6 use a limited range of materials and give a reasonable attention to aesthetics. Their recounts of what they did to build the animals make reasonable use of their English skills, but do not fulfil the design or evaluation elements of this subject fully enough. This is partly because of the alteration to the topic programme brought about by the school's reduction to five classes, partly because these animals were built from an art and design perspective and partly because the planned focus – slippers – did not take place. However, following discussions with pupils, it is clear that they have a sound grasp of the whole design and technology process.

111. The quality of teaching is satisfactory and has improved since the last inspection. Teachers have a secure understanding of the subject and plan their work logically so that the appropriate skills are taught to enable pupils to complete the later practical task. In some cases, their marking of pupils' work, as in the Year 3/4 class, lead to good improvements in pupils' understanding and standards, for example in the quality of designs. In some cases, teachers talk for too long, telling pupils what they are about to do rather than conducting lessons at a greater pace and using time effectively. However, the high quality of relationships and teachers' management of pupils' behaviour means that concentration is sustained for long periods and pupils retain interest in the lesson, making satisfactory progress.

112. The subject is led well and, currently, managed soundly, as the manager is absent on maternity leave. Consequently, she has been unable recently to monitor colleagues' work to ensure compliance with the topics planned or to evaluate the standards of pupils' work. Provision and teachers' confidence in the subject have improved well since the last inspection as a result of training, a review of the topics to be studied and staff changes. A potent factor in the improvements has been the support packs produced by the subject manager, which provide a

wealth of ideas and support for her colleagues. Resources have been improved and are now satisfactory. The subject manager has a good grasp of what is now needed to move the subject forward, appropriately including more rigorous evaluation of standards of teaching and learning and the development of a more manageable assessment system to enable teachers to build consistently on what pupils already know, understand and can do. There is little evidence of the application of pupils' mathematical skills; for example, to measure with accuracy or to draw scale diagrams of a suitable standard consistently. In addition, pupils' skills and competences in literacy or information and communication technology are not exploited or extended rigorously in this subject.

GEOGRAPHY and HISTORY

113. At the end of Year 2 and the end of Year 6, standards in both subjects are in line with those expected for pupils for their age and pupils, including those with special educational needs, are making sound progress throughout the school. This maintains a similar position to the standards achieved at the last inspection.
114. Because of the timing of the inspection, only one geography lesson and one history lesson were seen during the inspection and no lessons were seen in Years 1 or 2. Additional evidence was gathered through scrutiny of work, discussions with pupils, the subject co-ordinator, and evaluation of work that was displayed. The standards of work seen reflect the planned schemes of work and indicate that both history and geography are studied effectively over time. Discussion with pupils and lesson observation showed that the pupils enjoy their work. It is also making a very good contribution to the pupils' cultural development. For example, older pupils who had recently studied India said that they had not realised that India contained many modern cities and had previously thought that most people lived in poverty in very basic homes without electricity.
115. In geography, Year 2 pupils have sound understanding of maps. In their project on Katy Morag, for example, they describe where the main locations are on the island but still are unsure of how to give directions accurately. They know how to use simple keys but are not yet able to identify the countries of the United Kingdom from a simple map. In Year 6 through their study of India pupils correctly identify the similarities and differences between India and the UK. They found many similarities surprising. They have a good understanding of direction and devise and use map keys well.
116. In history, the pupils in Year 2 have a sound understanding of chronology sequences. They use words associated with time accurately and know some of the key changes in their own lives, such as learning to walk, or the first time they went to school. In Year 6, the pupils have a sound understanding of a range of periods of history. They know the broad characteristics of each time. They have good sense of chronology and place periods in the correct order. They judge, for example that nearly all the people who saw Queen Victoria are now dead. They also know the importance of historical sources and how the accuracy of them can vary. They are beginning to use the research skills that they have learned in English to enhance their work in this subject.
117. The teaching in both subjects in the very small number of lessons seen was satisfactory overall. Strengths included well-focused questioning and well-prepared resources that enabled the pupils to practise their skills. For example, in a geography lesson the pupils used a map to investigate further the area of Mexico that they were studying. This enabled them to refine their map skill and to propose reason for the positioning of different settlements. They understood this exercise well. In history a similar picture exists although in some parts of the lesson the pace was too slow and too little use was made of pupil discussion to raise the pupils' direct involvement in the topic.
118. Subject leadership in both history and geography is satisfactory. However, neither manager has had the chance to evaluate the quality of colleagues' teaching and its effect on pupils' learning. The information from the limited monitoring of pupils' work that has been undertaken to date has been used carefully to influence future plans. Both subjects are taught in alternating half-termly blocks of work. This works well and makes sure that there are no long gaps between the pupils' experiences of each subject. Both subjects are well supported by visits to appropriate visits to

places connected with the current topic. Future plans to develop the grounds and nearby woods have the potential to help the pupils develop their fieldwork skills. During the last inspection shortcomings were found in the longer term planning and schemes of work. There are now appropriate schemes of work for both subjects. They are helping to make sure that both subjects are taught systematically over time, including the teaching of the necessary skills. This is an improvement since the last inspection. There were insufficient resources in both subjects at the time of the last inspection; this has been addressed and they are now sufficient to support learning. However, there is no system to ensure that individual pupils acquire these subject skills in a manner that builds rigorously enough on what they have already learned. The use of information and communication technology to support learning remains underdeveloped in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

119. Attainment by the end of Year 2 and 6 just meets national expectations in all areas except control and monitoring at the end of Year 6 which has been identified as a shortcoming by the co-ordinator and has been identified on the school's improvement plan for this year. Pupils keep records each time they use the computer to ensure everyone has a turn, and the introduction of a class record book ensures pupils develop computer skills satisfactorily and achieve satisfactory results in relation to their prior attainment. These judgements broadly replicate those of the previous inspection team.
120. The school is currently in a transitional state because a new computer suite is to be built as part of the imminent major building works. This will provide the opportunity for teachers to teach computer skills more effectively and for pupils to practise them regularly. Currently all classes have two computers and pupils take turns to complete a task, following satisfactory input from their teachers.
121. By the end of Year 2 most pupils use ICT satisfactorily to organise and classify information and to present their work. Pupils in Year 1 word-process a story about the seaside, using capital letters and full stops. They create pictures to produce a Christmas card. In Year 2, pupils prepare pictures ready to insert a poem, demonstrating sound mouse control. Several pupils are able to repeat and rotate patterns. They save their work confidently onto a disk and explain clearly and correctly how to print their work. Year 6 pupils accurately add, amend and combine different forms of information from a variety of sources. They use spreadsheets appropriately, for example to find the totals of three shopping lists. Many pupils routinely use the computer system in the library to record when they borrow or return books and to find other information relating to the library. They are beginning to use computers for research. Many know how to e-mail but have limited opportunities to practise their skills at present.
122. It is not possible to make a judgement on the quality of teaching because only one lesson was observed during the inspection. The co-ordinator has prepared a comprehensive scheme of work in preparation for the opening of the computer suite and has identified training needs following discussions with staff. She has not, however, had the opportunity to evaluate the effectiveness of teaching on pupils' learning. Links with other areas of the curriculum are underdeveloped. There is some evidence in samples of pupils' work showing satisfactory links with mathematics, literacy and art, but not enough. Pupils using the computers during the inspection were expected to work well in pairs, which they did. This is good provision for pupils' social development.
123. The subject is well managed. The co-ordinator is keen to continue to develop her own expertise as well as those of her colleagues. She has worked hard to develop a scheme of work and has been fully involved in preparations for the new computer suite. Assessment procedures are adequate. Currently resources are barely adequate but will be much improved by the summer.

MUSIC

124. Pupils' standards match those expected nationally in Years 2 and 6. Many pupils, including those with special educational needs, achieve satisfactory standards in relation to their prior attainment.

Some pupils, those who receive instrumental music tuition from peripatetic teachers, achieve well. The standard of singing in assemblies is good. Pupils' listening skills are good throughout the school. Because of the timing of the inspection, only two music lessons were observed. Judgements have been made following discussions with pupils and teachers, a scrutiny of teachers' plans and records and work in the books of some pupils, and listening to the music provision and standards in assemblies. The previous inspection team did not have enough information to make secure judgements about the standards of attainment, achievement, teaching or learning.

125. In a Year 1 lesson, pupils listened well to the rhythm patterns set by their teacher and echoed them correctly. When trying to keep a steady beat to recorded music, three or four pupils followed the notes rather than the pulse, and all become faster as time went on. About three-quarters had a secure sense of pitch, which allowed them to imitate singing patterns closely. Year 2 pupils recognise a reasonable range and variety of instruments from recorded music, sometimes from other cultures such as Ireland or Mexico, and they name many of the instruments from the string family, for example. They use terms such as 'pitch' or 'rhythm' correctly. Year 4 pupils compose simple songs, based on their Harvest studies, using standard notation. They listen carefully to music, such as the tune 'Sleigh ride' and correctly identify the instruments being played as well as changes in tempo and dynamics. After listening carefully to recorded music, for example an extract from Vivaldi's 'Four Seasons', Year 6 pupils responded well to the timbre. They explain clearly what the music suggests to them, with some higher-attaining pupils using technical terms, such as 'staccato' or 'legato', appropriately. Throughout the school, the discussions held about musical opinions help pupils to use and develop their skills of speaking and listening.
126. Pupils' singing in assemblies was tuneful, especially when led by the piano rather than the recorded music. Almost all pupils pitched their notes securely, although many 'slid off' the longer notes in imitation of the music they hear outside school. They paid good attention to the mood of the songs, for example singing 'Be still' in a moving manner, and more celebratory songs with whole-hearted zest and enjoyment. Some two dozen pupils from Years 4 to 6 learn woodwind or brass instruments by being withdrawn from lessons and over dinnertime to work with peripatetic teachers. This provision is very good. It is taught skilfully by highly proficient musicians and adds considerably to pupils' enjoyment and standards, as well as contributing much to the life of the school when these pupils use their skills in performances such as the Christmas concerts. This provision makes a good contribution to pupils' social and cultural development.
127. The quality of teaching is satisfactory. Teachers have a good knowledge of the subject and sometimes use their own instrumental playing in lessons, which helps to focus pupils' attention and to learn new songs, for example in a Year 1 lesson when the teacher played her flute and helped pupils to learn the tune of a new song quickly and securely. Planning is satisfactory and is based on a commercial scheme that provides activities that interest and motivate the pupils, who enjoy the subject. Relationships are very good, which means that pupils are confident to express their opinions and to sing solo when required. Teachers' expectations of how pupils should behave are consistently high, which results in lessons that generally move at a good pace because pupils are focused fully on the task and behave well. However, this pace is not consistent throughout the lessons. In the Year 1 lesson, pupils' attention wandered after about half an hour of sitting, listening and performing. In the Year 5/6 lesson there were constant interruptions as pupils were withdrawn to work on their spellings, which, although not a normal practice, was inappropriate and adversely affected learning.
128. Improvements since the last inspection include secure planning systems, standards of composition, improved resources, which are now satisfactory, and the standard of management. The subject manager is new to the school and manages the subject satisfactorily. She has some good general ideas for the development of provision and standards but has been unable to provide focused leadership because she has been unable to evaluate the quality of teaching and learning. Assessment procedures give suitable general information about what has been covered and identify individuals who have clearly exceeded or not met the norm. They do not, however, provide enough information to ensure that teachers plan work that meets needs fully by building on what individual pupils already know, understand and can do. There are no indications that pupils use

information and communication technology skills and competences to enhance their work in this subject.

PHYSICAL EDUCATION

129. Pupils' standards in Year 2 and Year 6 match those expected nationally. Pupils, including those with special educational needs, achieve satisfactory results in relation to their prior attainment. At the time of the last inspection, standards and achievement were judged to be good. A good range of extra sporting opportunities, offered through clubs and competitions, enhances pupils' education and provides good opportunities for the able and talented pupils to achieve similar results. This is an improvement since the last inspection.
130. Year 1 pupils move well in time to recorded music. Nearly all show good body control, moving safely and sensibly in a reasonable range of ways, but only about half use fully the space available to them. Using their skills of speaking and listening appropriately, they evaluate in simple terms their own movements and those of others, showing a mature balance of comments about what did and what did not like. Year 2 pupils dribble, catch and throw a suitable variety of balls and beanbags with sound control. They showed considerable enthusiasm for the dance club run for them after school and, in this, showed good control of their body shape and movement and worked well in small groups. In gymnastics lessons, Year 4 pupils link their sequence of movements soundly. Nearly all pupils finish their sequences stylishly and in a balanced position. They use the apparatus imaginatively, safely and sensibly. Year 6 pupils perform short sequences on apparatus with suitable control and balance. They develop increasingly complex pathways over, under and around the apparatus and, as a result of their own and others' evaluations of their performance, improve the style and fluency of their sequences. This emphasis on encouraging pupils to refine and improve their performance is an improvement since the last inspection.
131. The school has a swimming pool on site and pupils swim regularly in the summer. Nearly all pupils are able to swim the nationally expected 25 metres by the end of Year 6.
132. The quality of teaching is now satisfactory, having been judged good at the time of the last inspection. Teachers plan their lessons thoroughly, giving good attention to matters of health and safety. They warm pupils up carefully and make sure that apparatus is set out to minimise risks in the hall, where the issues of the last inspection report have been addressed satisfactorily. They set clear expectations of how pupils should respond and behave, which further increases safety. Teachers have a generally good grasp of the subject, which enables them to make pertinent comments to individuals and groups to build on what they are doing and to improve their work. On occasions, however, teachers tend to over-direct pupils' work and this prevents pupils from using their imagination to explore the possibilities of their own bodies and the apparatus. This happened in both the lessons seen. Pupils respond well to teachers and the tasks because relationships are very good and they enjoy the subject. They concentrate well and make good efforts to improve their performance.
133. The subject leader is new to the school and has not had the time or opportunity to evaluate the quality of teaching and learning. However, she is keen with many good ideas of how to develop the subject further. Resources are satisfactory and have improved in range, quality and quantity since the last inspection. Assessment procedures give a secure general picture of attainment once a year when they are filled in. However, there is no more frequent or detailed information on individuals to ensure that teachers match work closely to individual needs.