

INSPECTION REPORT

KINGSLAND CHURCH OF ENGLAND PRIMARY SCHOOL

Leominster, Herefordshire

LEA area: Herefordshire

Unique reference number: 116891

Headteacher: Mr P H Jones

Reporting inspector: Mr A C Matthews
Rgl's No. 19410

Dates of inspection: 2nd – 5th June 2003

Inspection number: 247713

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Kingsland Leominster Herefordshire
Postcode:	HR6 9QN
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Wendy Priday
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	Mr A C Matthews	Registered inspector	Science Information and communication technology Music Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31729	Mr B Harrington	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
12997	Mrs C Cheong	Team inspector	Foundation stage Mathematics Art and design History English as an additional language	How well does the school care for its pupils?
22556	Mr E Morgan	Team inspector	English Design technology Geography Physical Education	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

Kingsland Primary School is a popular, church-aided school set in a rural community. The majority of pupils come from within the Kingsland ward catchment area of Leominster but a third come from the surrounding area. The socio-economic background of the pupils is favourable. The roll has risen since the last inspection in 1998 but the school is smaller than average. There are 136 full time pupils – 63 boys and 73 girls aged between 4 and 11 and taught in 5 classes. There is a below average proportion of pupils from different ethnic backgrounds and no pupils have English as an additional language. There are eight pupils eligible for free school meals, which at 6% is well below average. There are 16 pupils on the special needs register, which is 12% and this is slightly below the national average. No pupil has a statement of special educational needs and this is also below the national average. School meals are cooked in the village by commercial suppliers. Pupil mobility rate was five per cent last year, which is lower than in most other schools. Pupils' attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

Kingsland Church of England Primary is a good school with many very good features. The headteacher and deputy headteacher provide good leadership and management and are well supported by knowledgeable governors and a hardworking staff. Teaching is very good in the juniors and satisfactory in the other classes. Pupils achieve well above average standards in English, mathematics and science by the end of Year 6, but standards for higher-attaining pupils could be higher at the end of Year 2. The school manages its budget carefully and provides good value for money.

What the school does well

- The school is well led and managed and promotes its aims successfully.
- Pupils achieve high standards by the end of Year 6 because of strong teaching and carefully planned learning opportunities.
- Pupils have excellent attitudes to school, work very hard, behave very well and have excellent relationships with each other.
- The school is highly valued by parents who play a very active part in its life and work.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall and leads to the school being a harmonious community where pupils feel valued and well supported.

What could be improved

- The way the school monitors the quality of its provision and performance to ensure all pupils are achieving appropriately.
- Statutory requirements are fully met in the school's communications with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1998, the school has made good progress and has a good capacity to continue these improvements. With regard to the issues from the last inspection, the school has put into place schemes of work for all subjects, which fully meet

the statutory requirements of the National Curriculum. Standards in art and design and design and technology now meet national expectations. The school has introduced tests and assessments for the main subjects of English, mathematics and science and uses this information effectively to inform teachers' planning. In the other subjects, however, the use of assessments is not well developed. Annual reports to parents are now informative and tell parents what their children need to do to improve. Pupils' spiritual and cultural development are now good and the school has put in place planning for long-term school development. There have also been improvements in standards by the end of Year 6 in English, mathematics, information and communication technology and physical education. Whilst there have been improvements in attainment in science at the end of Year 6, attainment for pupils at the end of Year 2 has fallen since the last inspection. There have also been improvements in the quality of teaching, the headteacher's leadership and management and in the role of governors.

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*	A	A	A
mathematics	A	A	B	C
science	A*	A	A	B

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

Between 2000 and 2002 the school's results in the National Curriculum tests for Year 6 pupils broadly improved in line with the national trend. The improvements since the last inspection reflect the improved curriculum, particularly in numeracy and literacy, the better use of assessment to improve teachers' planning and the use of specialist teaching for the older pupils. The results for English, mathematics and science in 2002 showed that pupils had made very good progress since their National Curriculum tests in Year 2, with a well above average proportion of pupils gaining the higher levels in English and science. The school's targets were exceeded in English and equalled in mathematics and boys achieved better than girls in the three core subjects. Inspection findings are that the attainment for the present Year 6 pupils is well above average in English, mathematics and science and evidence from the inspection shows that these pupils are on course to meet their very high targets in this year's National Curriculum tests. There is no difference between the attainment of boys and girls. In physical education, pupils' attainment is well above average, with pupils enjoying many successes in competitions in netball and cricket; attainment is also higher than national expectations in music. In all other subjects, attainment is in line with what would normally be expected of pupils in Year 6. Although attainment in information and communication technology is in line with national expectations overall, pupils are making good progress and achieving some very high standards in certain aspects of the subject.

In the National Curriculum tests for Year 2 pupils last year, attainment was average in reading and writing and above average in mathematics. Compared with similar schools, standards were below average in reading and writing and average in mathematics. The proportion of pupils achieving the higher levels in reading was well below average but the group did have a much higher than average proportion of pupils with special educational needs. Evidence from

the inspection shows that the present Year 2 pupils' attainment in reading, writing, mathematics and science is average but with a below average proportion of pupils achieving the higher levels. Children in the Foundation Stage make satisfactory progress overall. By the end of the Reception year, children will achieve the expected levels in all areas of learning, and will achieve higher than expected standards in their personal, social and emotional development and mathematical development, where they have made good progress. Pupils with special educational needs are well supported and achieve well overall. Higher-attaining pupils make satisfactory progress in Year 1 and very good progress in Years 3 to 6 where they are consistently well challenged by their teachers. In Year 2, they do not consistently make enough progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely enthusiastic about school and work very hard in lessons.
Behaviour, in and out of classrooms	Very good at all times.
Personal development and relationships	Good overall. Relationships through the school are excellent. Whilst pupils' personal development is satisfactory, they would benefit from having a greater range of opportunities to contribute to the life of the school.
Attendance	Very good. Pupils arrive promptly for the start of the school day.

TEACHING AND LEARNING

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

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

The quality of teaching in Years 3 to 6 is very good and is particularly good where specialist teachers are teaching to their strengths. In the Foundation Stage and in Years 1 and 2, teaching is satisfactory overall, with some good features. In Years 1 and 2, although most pupils make satisfactory progress, some of the higher-attaining pupils are not set work that fully challenges them and, as a result, they do not always make the progress of which they are capable. English and mathematics, including the skills of literacy and numeracy, are taught satisfactorily in Years 1 and 2 and very well in Years 3 to 6. Pupils in the Year 4/5 and 5/6 classes benefit particularly from specialist teaching and, as a result, are achieving well above average standards in the three core subjects of English, mathematics and science. The teaching of literacy for these pupils is of the highest quality, with pupils making very good and often excellent progress in lessons because of the extremely high expectations of the teacher. The teaching of information and communication technology in Years 3 to 6 is consistently good and is leading to some very high standards at the end of Year 6 in some aspects of the subject. Similarly, the quality of teaching of physical education is very high and this is leading directly to the excellent results that pupils have achieved in school competitions in recent years. Pupils also benefit from the expertise of an outside specialist who teaches music to all classes. Pupils who have instrumental tuition have access to high quality teaching, resulting in extremely high standards, particularly in woodwind. Teachers are

very effective in managing pupils and this results in very good behaviour and pupils working hard during lessons. Teachers' planning is good overall and very good in Years 3 to 6 where teachers plan consistently well for the wide range of ability in the classes. Homework is set regularly and makes a satisfactory contribution to pupils' learning. However, mathematics homework is not set regularly for the older children. Pupils with special educational needs are mostly well supported, make good progress towards their individual targets and have high self-esteem. Some pupils with special educational needs benefit from the expertise of a specialist teacher who works most effectively with small groups in improving their basic literacy skills. The use of information and communication technology through the school is good and it is making an increasing contribution to the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is carefully planned and well supplemented by a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with individual education plans make good progress towards their targets because of the good quality support they receive from both teachers and classroom assistants. In some Year 3/4 mathematics lessons, these pupils do not have enough support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision impacts strongly on the atmosphere in the school and pupils' attitudes to work, each other and their outlook on life.
How well the school cares for its pupils	The school has satisfactory procedures for child protection and for ensuring pupils' welfare. An important area for development is the updating of staff training. The monitoring of pupils' academic performance is well established in the core subjects.

All pupils are fully included in all the school's learning activities because this is strongly emphasised in all aspects of school life. Consequently, pupils gain greatly in confidence as they move through the school. There are very good links between home and school, with parents receiving good quality information about their children's progress and making a very good contribution to their children's learning at home. Whilst the results of pupils' annual assessments are used effectively to guide teachers' planning, they are not used to track pupils' progress through each year to ensure it is appropriate for their abilities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher are a strong team and have helped the school make good improvements since the last inspection. They are well supported by hard working staff and knowledgeable governors who are all committed to raising standards further. Although the role of the subject co-ordinator has improved since the last inspection, not enough use is made of the expertise of some co-ordinators in monitoring and evaluating the standards of pupils' work and the progress they are making.
How well the governors fulfil their responsibilities	Good. Governors are supportive of the school, regularly monitor teaching and learning in the classroom and play an active part in the school's strategic planning. The governors' annual report to parents has some omissions and therefore does not meet statutory requirements.
The school's evaluation of its performance	Satisfactory. Test results are carefully analysed and challenging targets are set. Some subject co-ordinators monitor teaching and learning in their subjects but the process lacks rigour as they do not consistently make recommendations for improvement. At present the very good teaching practice in school is not shared.
The strategic use of resources	Good. The school applies the principles of best value well, particularly in the areas of comparing the school's performance with other schools, the seeking of parents' views about the school's performance and in ensuring it receives the most economic and effective service from its suppliers.

Although the school's staffing is satisfactory overall, there is a need to review the way classroom assistants are used in the Year 1/2 and the Year 3/4 classes to make sure there is adequate support for pupils in all literacy and numeracy lessons. The school's accommodation is satisfactory overall and has improved with the new administration block and the creation of a computer suite. Pupils are fortunate to have large playing areas that they are able to use. Children in the Reception class have easy access to the playground but they do not have a discrete, fenced off area. As a result, when children go outside, they have to be continually supervised, and this is not always the most efficient use of the staff time.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school, work hard and behave very well.• The teaching is good and children are making good progress.• The school is well led and managed and is very approachable when there are problems.• The school is helping the children to become mature and take responsibility seriously.• The school provides a good range of activities outside lessons.	The way the school works with parents.

The inspection findings agree with all the parents' positive views about the school but do not agree with the parents' one main concern. They feel that the school works very hard to use parents' expertise and to listen to their concerns and act upon them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with an average level of attainment. By the time they transfer to Year 1 they have attained the Early Learning Goals, the nationally recognised end-point for the Foundation Stage in all subjects, and exceeded them in two. They attain the nationally expected levels in communication, language and literacy; physical development; creative development and knowledge and understanding of the world. They make satisfactory progress over their Reception year and make good progress in personal, social and emotional development and mathematical development, where their attainment is better than national expectations.
2. When the school was last inspected in February 1998, standards of attainment were above average in reading and science and average in writing and mathematics at the end of Year 2 and the end of Year 6. Since then, standards at the end of Year 6 have improved in line with the national trend. In the 2002 National Curriculum tests, the performance of the Year 6 pupils was well above average in English and science and above average in mathematics. When compared with similar schools, attainment was well above average in English, above average in science and average in mathematics. However, since taking their national tests in Year 2, these pupils had made very good progress overall. The proportion of pupils gaining the higher levels was again well above average in English and science and above average in mathematics. The targets for these pupils were exceeded by 10% in English and equalled in mathematics. The 2002 National Curriculum test results for the Year 2 pupils showed a decline when compared to previous years. This was principally because of the much higher than average proportion of pupils with special educational needs in that group. Attainment was above average in mathematics and average in writing and reading. When compared to similar schools, attainment was average in mathematics but below average in reading and writing. The proportion of pupils gaining the higher levels was above average in writing, mathematics and science but well below average in reading.
3. The slight decline in the performance of Year 6 pupils in 2002 compared with 2001 in mathematics was due to the smaller proportion of pupils who were working at the higher levels. However, the inspection findings are that, because of the school's use of specialist teaching in the core subjects of English, mathematics and science, standards for the present Year 6 pupils have improved and are now well above average in these three subjects with a high proportion of pupils working at the higher levels. Since taking the National Curriculum tests in Year 2, these pupils have made good progress overall and very good progress in mathematics. The standards of attainment for the present Year 2 pupils are average in reading, writing, mathematics and science. Standards have remained the same in writing and mathematics but have fallen since the last inspection in science and reading, mainly because fewer pupils are achieving the higher levels because they are not consistently challenged and teachers' expectations are not always high enough. By the end of Year 2, standards have been maintained in all other subjects since the last inspection and remain in line with national expectations.
4. At the end of Year 6, there are variations in subjects, with music being above national expectations and physical education being well above national expectations. Standards in design and technology and art and design are now in line with national

expectations and there has been a good improvement in design and technology and a significant improvement in art and design. In geography and history standards remain in line with national expectations. Standards in information and communication technology are in line with national expectations and pupils of all ages, and particularly those in the juniors, are making good use of their computer skills to support their learning in other subjects.

5. Although the year groups are slightly smaller than average, there are some differences in the performances of boys and girls at the end of Year 2 and Year 6. Over the last three years girls have outperformed boys at the end of Year 2 but boys have outperformed girls at the end of Year 6. However, during the inspection there was no discernible difference between the attainment of boys and girls. The absence of a clear pattern from year to year points to the need for the school to continue to monitor the differences closely to ensure pupils of both genders are achieving appropriately.
6. The school's focus on improving achievement in the three core subjects of English, mathematics and science has been successful at the end of Year 6 and demonstrates clearly that the school has a good capacity to sustain the improvements in the juniors. However, it needs to monitor pupils' progress more carefully in Years 1 and 2 to ensure all pupils, and particularly the higher-achieving, are making the progress of which they are capable. The school's task in continuing to raise attainment is made more difficult at present by the size of the year groups. These are smaller than the national average and can cause fluctuations in attainment, particularly when there are noticeable differences in the proportion of pupils with special educational needs, as was the case with last year's Year 2 group.
7. Pupils with special educational needs make good overall progress towards the targets set for them in their individual education plans. Children in the Reception class have their needs identified early and make appropriate progress in relation to their specific targets because the staff adopt clear strategies to address weaknesses. Progress for these pupils continues to be satisfactory through Year 1 and 2 and accelerates when pupils move into the juniors. Pupils make good progress towards their literacy targets in their individual education plans because they are given good support by the classroom assistants in Year 3 and 4 and benefit from the use of specialist teachers as they move higher up the school. Pupils with significant special educational needs are given particularly good support by a specialist special needs teacher who works with individuals and small groups of pupils. These pupils make very good progress when working with her. Higher-achieving pupils are consistently well challenged in the juniors and make very good progress, with a significant proportion achieving very high standards. This is not the case in Year 2 where not enough pupils are achieving the higher levels. Pupils who are gifted and talented in music and sport are particularly well supported and challenged by high quality teaching and again make very good progress in their individual areas of expertise.

Pupils' attitudes, values and personal development

8. Pupils of all ages have excellent attitudes to school and to their lessons. From an early age, they are exposed to the joy and excitement of learning and this helps to engender these positive attitudes. Pupils are attentive and enthusiastic in lessons, sharing ideas with their friends and involving themselves wholeheartedly in activities. The excellent attitudes of older pupils are most evident where the work is consistently challenging. All pupils are keen to discuss their work, and are extremely proud of their school.
9. Pupils are very well-behaved at all times because they have a very clear understanding of the differences between right and wrong and the school's high expectations in this area. They are polite to adults and to one another, and understand that during conversations there are certain protocols to be observed. They are considerate of the needs of others, and display a willingness to help and support one another. Pupils are keen to contribute to lessons, and have no desire to seek diversions. Pupils are sufficiently mature to decry all forms of oppressive behaviour and, through practical tasks such as persuasive writing, older pupils have developed a strong moral code of behaviour which they convey successfully to the younger pupils. There have been no recent exclusions.
10. Pupils' personal development is satisfactory and is encouraged by raising the pupils' confidence and self-esteem. It is sustained through the choices all pupils are encouraged to make during lessons involving practical tasks, such as scientific and mathematical investigations. Pupils are encouraged to take responsibility for their own work and to make choices in lessons. There are, however, few opportunities for pupils to use their initiative or to take responsibility for aspects of school life such as those offered by a school council.
11. There are excellent relationships in school amongst pupils and between pupils and adults. Pupils of all ages play well together, with older pupils often caring for younger ones. New pupils are quickly and easily assimilated into the school community. Pupils see the school as friendly and supportive, with teachers making efforts to present enjoyable lessons. Older pupils enjoy the different learning experiences offered by the use of specialist teaching in different subjects.
12. The high expectations of the school and the very effective nurturing of pupils' strengths are displayed in the confidence and maturity possessed by older pupils. Older pupils read widely and are sufficiently secure to take a contrary point of view during discussions.
13. Attendance is very good. During the last year the rate of attendance was well above the national average. This very good rate of attendance has been maintained over a number of years. All absences are authorised. Current registers reflect these high levels of attendance, and in some classes absence is rare.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is satisfactory in the Foundation Stage and Years 1 and 2 and very good in the juniors. The quality of teaching has improved overall since the last inspection, particularly in Years 3 to 6. A principal reason for the strength in the juniors is the use of specialist teachers in the top two classes, who teach subjects where they have a strong personal interest and very good subject knowledge. During the inspection over a third of the lessons observed were very good with some being excellent. A very small minority of lessons seen were unsatisfactory.
15. The strengths and weaknesses of teaching vary across the school and across subjects. Identifiable strengths are the capable management of the classroom and good use of questioning, whereas areas for development, particularly in the Year 1/2 class include more consistent selection of tasks to match the needs of the higher-achieving pupils and using marking better to provide guidance for improvement. Teachers through the school work hard to use information and communication technology across the curriculum to stimulate and encourage learning, whilst consolidating pupils' computer skills. Overall, teachers' subject knowledge and understanding are good, as is the effectiveness of their use of time, support staff and resources. Homework is used satisfactorily to support and extend the pupils' learning and pupils have a clear idea of how homework supports their learning. However, in mathematics, the teacher of the older pupils makes insufficient use of homework to support and extend learning in the classroom.
16. English and mathematics, including the skills of literacy and numeracy, are taught satisfactorily in Year 1 and 2 and very well in Years 3 to 6. In English, the co-ordinator sets excellent standards when teaching the year 4/5 and 5/6 classes, but other staff do not have the opportunity to observe this inspirational practice. The teaching in the Year 3/4 class is consistently good and the teacher effectively challenges the wide range of ability in this group in most lessons. Although he has regular help from an experienced classroom assistant in literacy lessons, he does not have the same level of support for all numeracy lessons. As a result, he is not always able to ensure pupils of all abilities are appropriately challenged in all lessons. The school is aware of this and is planning to ensure that the teacher will have full time classroom assistant support for both literacy and numeracy lessons from the start of the next school year. Although the quality of teaching in the Year 1/2 class is satisfactory and the work is thoroughly prepared, the teaching does not sufficiently probe the higher-attaining pupils' understanding and challenge them sufficiently so that they produce work of an appropriate standard. This is particularly the case in the development of their oral and written skills. The teaching of mathematics in the Year 4/5 and Year 5/6 classes is very good. As a result, the pupils make very good progress, with some higher achieving pupils attaining very high standards. Overall, lessons in numeracy and literacy are managed very effectively and delivered at a good pace, with pupils' interest being well maintained. Particularly effective is the way that the teachers of the older children ask pupils to explain their answers, which the teacher then reinterprets so that all pupils in the class benefit from the responses of their peers. Pupils also benefit from good quality marking which usually gives clear guidance to help pupils improve.
17. The quality of the teaching overall for the Foundation Stage is always at least satisfactory with some good teaching. Teaching is good in personal, social and emotional development, mathematical development and some aspects of creative development. The staff are approachable and friendly. They have good relationships with the children who are happy to come to school. Staff place a large emphasis on

the development of children's personal, social and emotional development and good behaviour. Children achieve well in these areas of their development. Staff are good at developing children's self-confidence and self-esteem. As a result, children of all abilities are willing to put forward their ideas and suggestions. The teaching staff generally have satisfactory expectations for children's learning, but sometimes they do not expect enough of the more-able children. At other times, as the class is shared with Year 1 pupils, the more-able pupils benefit well from the whole class teaching, such as with number activities. The teacher, classroom assistants and students collaborate well together, with classroom assistants making a valuable contribution to the children's learning and smooth running of the classroom. The teacher instructs classroom support staff on a daily basis so that they have a clear understanding of each activity they are going to support. However, they sometimes need more guidance on how to challenge children further or help children with specific needs.

18. In Years 1 and 2, the teaching in subjects other than English and mathematics is satisfactory overall, with pupils making satisfactory progress through the two years. No judgement could be made of the standard of teaching in music and physical education because no lessons were observed during the inspection. In the juniors, the teaching of physical education is excellent and leads to high and sometimes very high standards, particularly in games. The school is fortunate to have a very good level of expertise in the teaching of cricket and netball, in which the school excels. In music, pupils benefit from a part-time teacher who brings very good skills and interest to the subject, with pupils responding well in lessons and making good progress. Similarly, the teaching of science is very good in Years 3 to 6, with lessons having very good pace and much of the pupils' learning focusing on investigative work. In all other subjects, the teaching is satisfactory with improvements in the teaching of art and design and design and technology since the last inspection.
19. The teaching of pupils with special educational needs is good overall and consistently good in the Foundation Stage and juniors. The only exception is in some mathematics lessons in the Year 3/4 class where pupils do not always have enough extra support. Individual education plans and other targets are matched carefully to meet the pupils' precise needs. Teachers use a good range of successful strategies to motivate, involve and challenge these pupils. Records are carefully maintained and regularly updated to enable teachers to track the pupils' progress carefully. The occasional example of inappropriate behaviour is dealt with effectively and this ensures that such incidents do not disrupt the learning of the class. Higher-attaining pupils learn particularly well in the juniors where teachers have high expectations of the quality of work they should produce.

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

20. Overall the school provides a good curriculum which meets statutory requirements and effectively implements both the National Numeracy and Literacy strategies. All subjects of the National Curriculum are taught on a regular basis but the organisation of some subjects, such as art and design and design and technology, into half-yearly teaching units is not effective. Pupils forget some of the skills they have acquired in the intervening half-year periods and time is taken up at the beginning of each half term module re-learning skills and techniques when it could be used more effectively to develop pupils' skills and knowledge.

21. The curriculum for the Foundation Stage is satisfactory. Staff provide a wide range of suitable activities that cover all the areas of learning that make up the curriculum for this age group. Much work is based around a topic so that, for instance, when learning about animals for knowledge and understanding of the world, children are also developing speaking and listening skills and creative skills. This works well. Some activities are good, lively and interesting, with good use being made of 'hands on' experiences for the children. Teachers draw on some of the recommended methods from the Literacy and Numeracy strategies in the formation of their curriculum as well as other published materials. Children with special educational needs are identified promptly and catered for well by staff to ensure that they are fully included in all activities but undertake work that is closely suited to their needs.
22. Pupils' literacy and numeracy skills are well developed across the curriculum. The emphasis the school gives to developing pupils' literacy skills, particularly in the juniors has resulted in very good standards. Very good opportunities are provided for pupils to engage in discussion and use their writing skills in other subjects. Good opportunities also exist for pupils to use their numeracy skills across the curriculum, in science and design and technology, for example.
23. The provision for pupils with special educational needs is good. The school has responded well to the new Code of Practice and pupils are involved in setting their targets. Individual Educational Plans (IEPs) are in place for all pupils and parents are fully involved. These pupils are identified at an early stage of their education and the school makes good provision in the curriculum for some pupils with more serious learning needs to be supported both in the classroom and in short periods of intensive work outside the classroom. The lack of a classroom assistant in the Year 3/4 class for some mathematics lessons results in the needs of these pupils not being met consistently.
24. The school's extra-curricular provision is good overall. Very good opportunities are provided for junior pupils to participate in a wide range of sporting activities and it is a very worthwhile feature of the school that all pupils in Year 5 and Year 6 take part. However, the school does not provide opportunities for younger pupils to partake in such activities or school clubs. Apart from games and athletic activities, pupils at the school have opportunities to experience a good range of other activities through visits (including residential visits), working with local artists, writers and other experts, and the extra tuition provided in music and drama.
25. The school has established very good links with the local community, which have impacted positively on pupils' learning. Strong links exist with the local church, and members of the clergy regularly lead assemblies at the school. The very good links established with many of the local sporting organisations means that pupils have access to expert coaching and a ready link to clubs outside school. Older pupils also take part in a very good range of competitive activities and this has a very positive impact on raising pupils' self-esteem and developing their concepts of teamwork and fair play. Local public services are involved with the school – the local police, for example, talk with the older pupils about drug awareness, and good use is made of the school nurse, who provides pupils with information about personal relationships and sex education. Members of the community, including parents and grandparents, make good use of the school's facilities for computer awareness courses. A number of parents and others regularly work in the school and make a positive contribution to pupils' learning.

26. The school has good relationships with local colleges and regularly has trainee teachers in the school as part of their work experience. Whilst giving valuable opportunities for these students, it also provides pupils with additional learning experiences. Links with other schools are also effective, such as with local primary schools. Links with secondary schools are well established. As well as the school being actively involved in a programme of work involving Year 6 pupils' transfer to secondary education, it also has close links with the local secondary school which provides courses for the older, higher-achieving pupils in literacy, numeracy and science.
27. The school's provision for personal, social and health education is good. Regular opportunities are provided for pupils to engage in class discussion of issues that arise and other issues that form an integral part of the pupils' learning. Recently the school has developed a new policy for personal, social and health education but this has yet to be fully implemented.
28. The school's overall provision for pupils' spiritual, moral, social and cultural development is very good and has improved considerably since the last inspection because the school has worked hard to improve these aspects of school life. The provision for spiritual development is good. The school has a strong set of values and beliefs. A Christian ethos underpins the life of the school. Acts of collective worship are mainly Christian in nature. They make a strong contribution to pupils' personal development, such as when individual pupils are praised for personal achievement and value the achievements of others. Sometimes the curriculum and the content of lessons support pupils' spiritual development well, such as the awe and wonder pupils experienced when looking through a microscope at growing cress seeds and delight at the sounds of the music they were listening to in assembly. Through the curriculum, with 'circle time'¹ and religious education, pupils are developing understanding and a sense of spiritual awareness. In these lessons, pupils' spiritual development is promoted when they are encouraged to share their thoughts and ideas and respect the views of others. The school has a very good sense of concern and care for others.
29. Pupils' moral development is well provided for. The school is a very orderly place where a strong moral code and example are provided by staff. Teachers are very good role-models and give pupils clear advice and teaching about moral aspects of behaviour when it is needed. As a consequence, pupils understand clearly the difference between right and wrong. School rules are adhered to very well. Pupils are polite and friendly. Classroom posters and displays reinforce the school's moral code. Stories do too; for example, in assembly, where a story about the need for co-operation and teamwork was acted out by three children. Pupils are also able to discuss the meaning of stories in class, for example, in the Reception class where they talked about a 'big headed sparkly fish'. Equality is well promoted, for instance, by all the Years 5 and 6 pupils representing the school in a least one sport team.
30. Provision for pupils' social development is very good. Many opportunities are given for pupils to develop their social skills. Older pupils meet those from other schools as part of their sporting fixtures and also benefit from their residential visit to London.

¹ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

Pupils of all ages are given many opportunities to collaborate in lessons such as physical education, science and mathematics. Staff are good models for pupils on which to base their own behaviour and relationships, as they listen carefully to pupils and value their ideas. There are good opportunities for pupils to learn social conventions through contact with visitors such as the 'Vikings', who came to work with them as part of their history topic, and a governor who visited the school to talk about what holidays were like in the past.

31. Provision for pupils' cultural development is good overall. The school is aware of the need to prepare pupils for a life in a multicultural society, while living in an area with little evidence of it. To help with this development, the annual residential trip is to London. The school is also in contact with children in Tanzania and exchanges letters with them. Pupils listen to music from other cultures, and learn to sing their songs and dance their dances. Pupils' cultural development is also fostered by their study of world faiths in religious education lessons. Staff also work hard to develop pupils' understanding of their own local culture. This is promoted by regular events such as the weekly celebratory assemblies. It is also promoted well by occasional events such as visits to galleries, theatres, museums and the local library. Many pupils also take part in local sporting events and religious festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. A key issue in the last inspection report was the development of consistent assessment practice throughout the school by identifying greater opportunities for the involvement of pupils and by developing records linked to attainment in each subject. This has been partly achieved and the school's assessment procedures are now satisfactory overall. There is now greater involvement of pupils in subjects such as history and geography, where pupils assess themselves at the end of a unit of work and write down how well they think they have done. In English and science, good progress has been made. There are now school-wide systems for assessment and record keeping. However, in other subjects such as mathematics, while there are systems for assessment both in the short term and annually with the use of government non-statutory tests, there is still not a school-wide assessment and record-keeping system in place for this subject. The lack of a consistent system for all three of the core subjects and some other subjects such as history, geography and art and design means that it is difficult to track the progress of groups or individual pupils through a year to ensure progress is appropriate.
33. In the core subjects of English, mathematics and science, the headteacher and co-ordinators carefully analyse the results of the national tests in Years 2 and 6 and also the results of end of year assessments in Years 3, 4 and 5. This analysis highlights strengths and weaknesses. Future planning is adapted to ensure the strengths are built on and the weaknesses addressed. As a result of this analysis, there has been a greater emphasis placed on investigation work in both mathematics and science. The staff make good use of other assessments and their good knowledge of the pupils in these subjects to help plan the next small steps in the pupils' learning. Procedures for monitoring and supporting pupils' academic progress are satisfactory. Targets in English and mathematics are set and discussed with pupils. Although this is a good idea, and important in involving pupils in their development, targets are sometimes too large and therefore take too long to achieve. Monitoring of pupils' learning in the classrooms is the responsibility of the subject co-ordinators and the school management team. This needs to be even more robust in order to ensure that the

quality of learning and standards are appropriate and that all higher achieving pupils are suitably challenged. There are no pupils with English as an additional language.

34. When children start school, a good level of assessment and record keeping is undertaken to enable staff to understand clearly the level of skills and knowledge that the children bring into school. This information is then used well by staff to ensure that teaching is pitched at the correct level. This is built on over the year by assessments of individual children's development, in areas such as reading and initial sounds. These assessments are not yet recorded under the 'stepping stones'² to ensure that planning based on the Foundation Stage curriculum is even more accurately matched to the children's abilities.
35. The school has satisfactory procedures in place to ensure the health, safety and welfare of all pupils. The headteacher has been nominated to deal with any issues of child protection that may arise but has not received up-dated training for this role. Teachers and other adults in school have a satisfactory understanding of child protection procedures. However, these are informal, and there is no consistent strategy nor any plan in place to disseminate essential information.
36. The health and safety committee of the governing body arranges annual formal risk assessments. Potential hazards that are identified are addressed according to the seriousness of their nature. Testing of electrical, fire and other safety equipment is routinely conducted. Risk assessments are carefully carried out for school journeys, such as the residential trip to London. All staff have received recent training in first-aid, and three members of staff have received enhanced training. At the end of the day, teachers ensure all pupils catching buses are safely escorted from the school site.
37. The school has very good procedures for monitoring and improving attendance. Attendance is monitored regularly by the school secretary and any concerns addressed. Registration is carried out effectively in all classes. Currently, there are no unauthorised absences.
38. Behaviour management in lessons and around the school is very good. Teachers and other adults in school provide pupils with very good role models for social interaction. Adults are prepared to spend time with pupils to address their daily concerns and to provide them with emotional and intellectual support and guidance. The school makes strenuous efforts to eliminate all forms of oppressive behaviour, and parents and staff agree that the school's policy is effective.
39. Good records of personal achievement are maintained for all pupils. These support the very good informal knowledge that teachers have of their pupils, and contain progress reports and examples of good work which provide a basis for monitoring pupils' academic and personal development. Weekly celebration assemblies enable pupils' achievements in school and in the community to be recognised and applauded. Pupils are aware of the school code of conduct, and value the rewards that are given for good work and positive attitudes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

² Stepping Stones are suggested activities in the Foundation Stage curriculum for teachers to follow to help children achieve the required standards in the six different areas of learning by the end of the Reception year.

40. Parents have very positive views of the school. All parents responding to the inspection survey stated that their children liked school, that behaviour in school was good, and that they believed their children make good progress in school. They also believe that teaching is good, and that the school expects their children to work hard and to achieve their best. The vast majority of parents feel that the school is well led and managed, that the school is helping their children to become mature and responsible, and would feel comfortable about approaching the school with questions or a problem. Parents state that they are happy with the informal procedures that exist to address their concerns and suggestions, and are confident that the school listens to these concerns. Almost all parents believe that they are kept well informed about how their children are progressing, and that their children get the right amount of work to do at home. Some parents would appreciate the opportunity to discuss school reports and some parents of Year 6 pupils would like the parents' meeting earlier in the spring term to give them sufficient time and background knowledge to support their children in preparation for National Curriculum tests. A small number would like to see the school work more closely with parents, and provide a more interesting range of activities outside lessons.
41. The school provides good quality information for parents. However, the governors' annual report to parents does not fully comply with statutory requirements in several areas that the school is now aware of. Formal documentation such as the school's prospectus and the governors' annual report to parents is augmented by regular newsletters and the parents' noticeboard. Pupils' annual progress reports are of good quality, and parents are invited to two consultation evenings each year. Individual education plans for pupils with special educational needs are also of good quality and parents of these pupils are appropriately involved in the setting and evaluation of these plans. Additionally, the headteacher and his staff make themselves available to parents at the beginning and end of the school day, so that any minor concerns that parents may have are quickly resolved.
42. Parents make a significant contribution to their children's learning at school and at home. A number of parents and friends regularly work in school, listening to pupils read, organising the library, and contributing to some history topics by sharing their own life experiences with the pupils. Some parents accompany younger pupils when they go swimming, and a few parents help with soccer and netball teams. A governor, a long time friend of the school, also runs a lunchtime Latin club. Other parents and governors with specialist skills, such as the vicar and the veterinary surgeon, give good support to the pupils' learning by contributing to lessons.
43. Parents provide significant support for the work that their children carry out at home by listening to them practising their reading, spelling and musical instruments, responding to surveys, and providing general encouragement. They also attend harvest festivals and carol services with their children, and the end of term service in the local church. Numeracy workshops organised for parents have been well attended.
44. The school is successful in working closely with Reception class parents and carers. Arrangements for children starting school are good. Parents receive clear information about starting school and some helpful information about the curriculum for this age group. However, the emphasis is more on how to help children at home rather than describe the work they will be doing in school. Arrangements for reporting to parents and carers are good. Parents are made to feel very welcome in the classroom and are able to talk to the teacher and classroom assistant each day when they deliver or

collect their children. Parents also support children's learning well by sharing books with them and finding things that they have been asked to bring into school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher works very closely with the deputy headteacher and together they make a strong team and provide good leadership and management for the school. Both are highly respected in the community, of which the school is an integral part. The staff represent a good team which has worked hard to improve since the last inspection. The headteacher has a good awareness of his own strengths but also uses the skills of others to good effect. This is particularly the case in the way that the school uses specialist teaching for the older pupils. The role of co-ordinator for the core subjects of English, mathematics and science has been developed well since the last inspection, as has the work of the special educational needs co-ordinator who brings good experience and effective procedural systems to this aspect. However, the role of the co-ordinators in other subjects has not been so well developed and, as a result, their expertise is not fully used in the monitoring and evaluation of standards and curriculum coverage. Consequently, subjects such as information and communication technology, art and design, history, geography and design and technology have not yet benefited fully from the skills and experience of their co-ordinators. The exception is physical education, where the co-ordinator has worked very hard with other teachers to develop the subject to the present high standards.
46. The role of the governors has improved considerably since the last inspection and they now provide good leadership for the school, give good support and work closely with the headteacher. Collectively they have a very good combination of skills and experience, although even more use could be made of these skills in helping the school to evaluate the quality of its developments, for example, through discussions with pupils. The role of the governors' committees is well defined and ensures effective delegation. For example, the curriculum committee has an in depth discussion about the school's performance and data (PANDA) that is sent to the school in the autumn term, with a detailed feedback of their findings to the full meeting of the governing body. As a result of this, plus feedback of governors' observations of lessons, all governors are well informed about strengths and weaknesses in the school's performance and are in a strong position to make informed decisions about accurate targeting of resources. For example, the comparatively weak results of last year's Year 2 cohort have led to increased resources for the present Year 3/4 class.
47. The school has made good improvements since the last inspection and the great majority of the key issues have been successfully addressed. There have been clear improvements in the planning for the different subjects, with clear schemes of work for each year group. Assessment procedures are now in place for English and science and the results are used well to inform teachers' planning. In mathematics, the other core subject, the procedures for ongoing assessment are not so clearly defined. Reports give a clear indication of pupils' strengths and weaknesses and the provision for pupils' cultural and spiritual development has improved significantly. The way that teachers record pupils' progress has improved in the core subjects, particularly in English and science, but at present it is not well developed in the other subjects. This is, at present, not a significant weakness as much of the teaching in Years 4 to 6 is done by the same specialist teachers who will often teach a group of children for three years. However, it is nevertheless an area that needs to be developed so that the school, as well as these teachers, has a clear understanding of individual pupils' strengths and weaknesses. The school recognises this and has a

good model in the science recording system, which could be applied well to other subjects. The quality of teaching has also improved, particularly in the proportion of very good and excellent lessons.

48. The school has satisfactory procedures overall for monitoring and evaluating its performance. National Curriculum tests and non-statutory assessments are carefully analysed and carefully focused changes made to the curriculum to address any perceived weaknesses. For example, the school has recently put a greater emphasis on investigative work in mathematics and science to address perceived shortcomings. However, the monitoring of the quality of teaching lacks rigour. It is good at making teachers aware of their strengths but does not consistently identify areas that should be improved further. As a result, there is a lack of consistency in the way some younger, higher-achieving pupils are being challenged. There are also missed opportunities to share the very good teaching practice in school with all staff.
49. There are good procedures for drawing up the school development plan, involving parents, governors, staff and the informal views of pupils. There is a good evaluation of the previous year's developments and the process is clearly geared to the improvement of standards in different subjects. There are clear criteria for judging the success of developments and finance is carefully allocated. Whilst the process ensures that priorities are most appropriate for individual subjects, initiatives such as record keeping and monitoring, which are common to all subjects, are not given consistent prominence and, as a result, these two areas are being developed on a piecemeal basis. However, in recent years the plan has made a significant contribution to the raising of standards in a number of subjects and in aspects such as special educational needs. An important priority for the school now is to apply the same rigour in the development of other subjects.
50. The school's aims are highly appropriate and are very well incorporated into the day to day routines. They highlight the importance of the development of pupils' potential, equal opportunities and the development of self-esteem within a strong Christian ethos. School developments consistently reflect these aims and help to create a most civilised atmosphere in the school, where pupils feel happy and valued and appropriately challenged.
51. The role of the special educational needs co-ordinator (SENCO) has developed well since the last inspection and this important aspect of the school's work is well organised. A governor takes a keen interest in the work of the special educational needs department and on monitoring visits has paid particular attention to the role of a specialist teacher who works with individuals and small groups of pupils. At present, the SENCO does not have regular release time to monitor and work with individual pupils to ensure that their progress towards the targets in their individual education plans (IEPs) is appropriate. As a result, she has to rely heavily on the expertise of teachers when the IEPs are reviewed and new ones drawn up. This is an unsatisfactory use of her expertise. However, the quality of the IEPs is good and parents are well involved in the process and play an important part in helping their children meet their individual targets.
52. The school's finances have been carefully managed since the last inspection and the school's income has been effectively targeted in its quest to improve standards. The present school finances are in good order and show a slightly above average carry forward to the next financial year. Some of this money is being allocated to future plans to extend the school hall and the creation of another classroom. There are secure financial systems and effective control, and the governors are developing a

much clearer picture of the impact spending is having on the standards that pupils achieve. Very good support is provided by the financial secretary, who is responsible for the day to day management of the budget and who also keeps clear records of curriculum spending, as well as records of other funds, such as those of school visits. The school administration is very efficient with well-established routines. The recommendations of the last audit report have been successfully addressed.

53. There is a satisfactory number of suitably qualified teachers and support staff to deliver the national curriculum. Three classroom assistants have appropriate qualifications and provide good support for teachers. There is, however, an imbalance of support across the school in that there is not enough support provided for numeracy lessons in the Year 3/4 class. Staff agree that there is a strong sense of teamwork throughout the school. The training needs of staff are identified through the school's performance management system, its development plan and national initiatives. The effectiveness of the present system is occasionally limited by a lack of suitable courses that some staff need to meet their professional development requirements. However, the school is doing all it can to support the staff's training needs.
54. Accommodation is satisfactory. The school has benefited from a building programme since the last inspection that has developed an attractive and spacious administration area as well as creating an area for the new computer suite. The school hall is small and classrooms for the older pupils are cramped. An extension of the school hall is planned, which in turn will provide a new Year 5/6 class and another room for group work. There are spacious grounds with good quality sports and leisure facilities which are well used for recreation, curricular and extra-curricular activities. The school has access to the adjacent sports ground which extends opportunities in each of these aspects. There is no discrete outside area, however, for children in the Reception class to play and work. The school building and grounds are well cared for and kept clean and tidy.
55. Learning resources are generally satisfactory. For physical education, resources are very good because of the access to the adjacent tennis courts, the school field, and the all-weather cricket nets. Learning resources for English and mathematics are good with significant resources to meet the demands of the numeracy and literacy initiatives. In all other subjects, resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the standards of attainment and the quality of education even further, the governors, headteacher and staff should:
 - 1) **improve the robustness of the way the school monitors the quality of its provision and performance to ensure all pupils are achieving appropriately by:**
 - ensuring teachers clearly understand their strengths and what they need to do to be even more effective;
 - identifying and sharing the very good teaching practice in the school;
 - creating regular time for co-ordinators to monitor the learning and standards in their subjects and implement strategies for improvement where necessary;

- ensuring higher-achieving pupils are consistently challenged in Year 2;
- tracking pupils' progress regularly through each year to ensure pupils are making appropriate progress and to ensure the accurate targeting of resources;
- reducing the time between units of work in art and design and design and technology to ensure pupils' skills and knowledge are regularly developed.

(paragraphs 15, 20, 32, 33, 48, 75, 82, 88, 89, 93, 101, 104, 106, 111, 116)

2) ensure the governors' annual report to parents fully meets statutory requirements.

(paragraph 41)

In addition the school may wish to include these minor issues in future development plans:

- creating a secure play area for the children in the Reception class.

(paragraphs 54, 59, 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	10	6	1	0	0
Percentage	11	26	37	22	4	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 about four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		136
Number of full-time pupils known to be eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0

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	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (94)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

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	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	15	18
Percentage of pupils at NC level 4 or above	School	90 (92)	75 (92)	90 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	17	18
Percentage of pupils at NC level 4 or above	School	95 (100)	85 (100)	90 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	132	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	23.4
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.257
Number of teachers appointed to the school during the last two years	0.39

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.

Financial information

Financial year	2002/01
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	£
Total income	271,717
Total expenditure	284,545
Expenditure per pupil	2,107
Balance brought forward from previous year	33,781
Balance carried forward to next year	20,953

Results of the survey of parents and carers

Questionnaire return rate - 52%

Number of questionnaires sent out	136
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	0	0	1
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	42	52	3	0	3
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	34	61	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	61	36	0	0	3
The school works closely with parents.	34	56	10	0	0
The school is well led and managed.	59	36	1	1	3
The school is helping my child become mature and responsible.	66	33	1	0	0
The school provides an interesting range of activities outside lessons.	33	51	8	0	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

THE FOUNDATION STAGE

57. The school provides a satisfactory education for children at the Foundation Stage. Children enter the school with a broad range of attainment but overall standards are in line with those found nationally. When they start in Year 1 class, the majority of children, including those with special educational needs, have made satisfactory progress in their learning and have achieved the vast majority of the Early Learning Goals³. They achieve beyond the Early Learning Goals in their personal, social and emotional development and in their mathematical development. This is due to the strong emphasis staff place on these areas of the curriculum. Staff offer a satisfactory range of planned learning experiences to provide a broad, balanced and appropriate curriculum for the children. The teacher ensures that the Reception children's learning is planned separately from the Year 1 pupils' work. Sometimes, when appropriate, the two groups learn together, such as in music and physical education lessons. When this occurs, the children benefit from working alongside their older classmates. Teaching is satisfactory overall, with some good teaching seen as part of the inspection. The class teacher, who is also the special educational needs co-ordinator, makes good use of the results of early assessments that she carries out when children start in the Reception class to identify any children with potential learning difficulties. These children are planned for carefully and their progress is carefully monitored. As a result, they make overall satisfactory progress, and good progress in their literacy development. There was no separate reference to the youngest pupils in the school in the last inspection report, so there is no way of comparing the present provision.

Personal, social and emotional development.

58. By the time they enter Year 1, children achieve beyond the Early Learning Goals in their personal, social and emotional development. Teaching is good and, as a result, children make good progress in this aspect of their development. Staff have high expectations, for instance in the development of children's confidence in working as part of a class or a group. Through the constant praise and instruction given to them, children are able to speak out, suggest ideas and take part fully; for example, in sorting toy animals and objects into groups of 'living' or 'not living'. The good example provided for them by the Year 1 children also helps their development.
59. Children play well together. They are beginning to establish effective relationships with adults and other children. The teacher, classroom assistants and students who work with them are good role models. As a consequence of this, children are beginning to learn to listen to each other, to gain ideas and to take turns fairly, such as in role-play with the popular toys like the animals in the 'vet's surgery'. Children are able to quickly choose equipment and activities from the wide and appropriate range that staff provide. However, they are not able to play outside unaccompanied as one of their 'free choice' options, because of the lack of a secure outside play-space and this

³ *Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.*

limits their opportunities to develop their personal and social skills in a different environment.

60. The quality of teaching and learning is good. Staff see this area of development as a priority for the year. They are successful in encouraging the children to develop good levels of concentration and independence and in giving children a positive feeling of self-worth and pride in their achievements. Staff also promote an understanding of right and wrong well and help children to a good understanding of the consequence of their actions.

Communication, language and literacy

61. By the time children transfer to Year 1, most will attain the Early Learning Goals in the development of their communication, language and literacy skills. They make satisfactory progress. However, progress is less marked for more-able children and sometimes the teacher's expectations are too low for these children. Overall, teaching is satisfactory for this area.
62. Children make satisfactory progress in developing their speaking and listening skills. Teaching and support staff pay some good attention to promoting this area of the curriculum. The teacher uses imaginative play well to promote children's vocabulary; for instance, by 'going on safari' to look for animals around the school grounds with a classroom support assistant. This gives children good opportunities for much language development, as well as promoting excitement and interest in the animals. It also promotes observational skills well. Good use is made of role-play within the classroom, such as with the vet's surgery, where staff join in naturally with the play to promote the language and develop children's imagination further. Listening skills are generally well promoted by the staff. Children enjoy listening to the many stories, rhymes and spontaneous singing of adults. They are encouraged appropriately to explain parts of stories read to them and predict what will happen next.
63. The children make satisfactory progress in reading development. Elementary reading skills are established quickly. By the time pupils enter Year 1, they have made satisfactory progress. All children know how books work and turn the pages correctly. Children can explain what the blurb is on the back of a book and a few can locate the title and the author's name. The teacher uses a brisk pace and interesting activities with the whole class to keep the children's attention and help them learn to read. She uses lively methods to teach initial sounds. However, a significant minority already know many initial sounds, and not all of these children are consistently provided with the next step. This sometimes results in this part of the lesson being unchallenging for them. The more-able readers are getting to the stage where they are able to use individual sounds to build up and form words but they are unaware of other strategies that they could profitably use.
64. Most children make satisfactory progress in their writing development and some higher achieving children have made good progress during their Reception year. By the time children enter the Year 1 class, the standard of writing overall is in line with that generally found, and the vast majority are likely to achieve the Early Learning Goals in this area. Most are able to attempt a simple phrase or sentence, with the few more able children sometimes writing two or more sentences. These children can identify full stops but do not yet use them in their own writing. Letters are generally satisfactorily formed and of a suitable size. Staff provide a suitable range of opportunities for writing. In the 'vet's surgery', supplies of paper and pencils are readily

available, and some children use them to write out a shopping list or the vet's appointments.

Mathematical development

65. Children make good progress in this area of learning as a result of good teaching. By the end of the Reception year, children will exceed the Early Learning Goals for this area of the curriculum and most will have started on parts of the mathematics National Curriculum for Year 1 pupils. Many children exceed the goals for counting everyday objects and are beginning to know one more or one less than a given number. Almost all can count to beyond ten, with a large majority reaching twenty. Activities are practical, sustain their interest well, and are generally well matched to their abilities. Teaching staff provide a high level of challenge, helped by the older children being in the class.
66. Children are given good, interesting opportunities to sort, match and count in a variety of situations. They find and sort out real coins buried in the sand tray or make a tally chart for animals they find on their 'safari'. Staff encourage children well to use correct mathematical language appropriately to describe amounts, positions and shapes. Children keenly take part in number games and songs and in the activities provided. However, sometimes the preparation for the activity takes longer than the mathematical activity itself. This was observed when the children spent too long making purses, which resulted in having too little time for the mathematical content of the session.

Knowledge and understanding of the world

67. Good teaching enables children to make some clear gains in their knowledge and understanding of the world around them. Children come to school with satisfactory knowledge of the world, and they make satisfactory progress. By the time they transfer to Year 1, they achieve the Early Learning Goals in their knowledge and understanding of the world. Themes such as the weather and the growth of flowers and caterpillars successfully develop the children's understanding of the world. During the inspection they were learning about their immediate surroundings when they explored the school environment looking for 'animals'. As a result of this work, children could name different parts of the school where certain things were found, and areas of the school that they liked best, such as the adventure playground. Children discuss their homes, families and pets confidently. With help, they talked about different animal homes when they listened to a story about farm animals. They have a satisfactory appreciation of why people remember certain events such as birthdays but, overall, little is done to develop the children's early historical enquiry skills.
68. Children make good progress in their understanding and use of technology. They listen to stories on tapes and use computers unaided to play simple games that fit in with their topics, such as 'going shopping'. These activities are being used well to develop children's information and communication technology skills, such as controlling the mouse. In the computer suite, the interactive white board is used well for group reading. However, it is used little with this age group to develop word-processing and writing skills.

Physical development

69. Satisfactory progress is made in the development of children's physical skills, and children attain the Early Learning Goals by the end of the Foundation Stage. Teaching

is satisfactory, and it places a suitable emphasis on the development of children's physical abilities both indoors and out. Outside, children are helped and encouraged well by classroom assistants to run, to ride small bikes and to throw bean bags at a target. Inside, cutting, digging for coins and making clay models are presented as activities that help children's physical development.

70. The children are given regular opportunities to develop their physical skills in class lessons in the school hall or on the field. For this, most children dress and undress with only a little help and few reminders. They take part in the 'warm-up' part of the lesson, moving with satisfactory control and co-ordination. Children make good use of space, are well aware of the position of others and move safely around them. Children demonstrate satisfactory throwing skills, for example, when they throw bean bags into a target. They benefit when the teacher reviews what they have learnt at the end of the lesson. While the teaching is satisfactory overall, too little emphasis is placed on developing the children's understanding of the effect of exercising on their bodies. Opportunities are missed for more informal opportunities for the children's physical development as they cannot play outside on the larger apparatus unless one of the staff accompanies them in the unfenced play area.

Creative development

71. By the time they enter Year 1, children achieve the Early Learning Goals for this area of learning and make satisfactory progress. Teaching in this area is satisfactory with some good features. When good, teaching gives the children the freedom to choose materials and follow ideas for themselves. Then they make good, and sometimes very good, progress; for example, using clay and choosing to make crocodiles with big teeth, or representing flowers with sticky papers, each one very different and individual. At other times they are restricted by the staff to produce the same things, such as when they make flowers and shells for 'Mary, Mary, quite Contrary's garden.
72. Teaching staff provide a good range and quality of opportunities for children to develop their early music skills and respond to music. With the teacher, they make sounds by clapping, clicking and tapping different parts of their bodies, keeping in time well for their age. The teachers provide interesting music for the children to listen to; for example, music by Aaron Copeland. The children respond enthusiastically. They listen carefully and move their hands in and out when the music goes loud and soft. They enjoy their music lessons.
73. Staff provide a good range of opportunities for children to organise and take part in imaginative role-play activities both in the classroom and outside. Learning is supported satisfactorily by classroom displays. These are colourful and busy, but sometimes too much of the work is the same and does not reflect enough opportunities for the development of the children's individuality.

ENGLISH

74. The 2002 end of Key Stage 1 national test results indicated that pupils' attainment in reading and writing was in line with national averages and below average in comparison with similar schools. The Key Stage 2 results indicated that pupils' attainment was well above national averages and well above average in comparison with similar schools. The inspection findings indicate that last year's standards have been maintained with pupils' attainment being average in reading and writing at the end of Year 2 and well above average at the end of Year 6. All pupils, including those identified by the school as having special educational needs, make satisfactory progress in Years 1 and 2 and most pupils achieve the expected standards in speaking and listening and reading and writing, but comparatively few reach the higher standards. All pupils in the juniors, including those with special educational needs, make very good progress with almost half the pupils achieving the higher levels at the end of Year 6. There is no significant difference in the progress of boys and girls or pupils with special educational needs in any of the year groups.
75. Since the last inspection, pupils' attainment in English at the end of Year 6 has improved with particular improvements in pupils' reading and writing. Attainment of pupils at the end of Year 2 has been maintained in pupils' writing, but has fallen in speaking and listening and in reading. The main reason for this fall is that the more able pupils are not sufficiently challenged and this results in too few of them achieving the higher standards.
76. Standards of speaking and listening are in line with national expectations at the end Year 2. Pupils make satisfactory progress through Years 1 and 2. The majority of pupils listen attentively and express themselves clearly using a developing vocabulary. However, too few opportunities are provided for pupils to speak independently or to develop their own ideas in different contexts. By the end of Year 2, most pupils read simple texts and have a satisfactory understanding of what they read. Average and more able pupils are confident readers, but when reading aloud simple words are too often pronounced inaccurately. Lower-attaining pupils lack fluency and require support when they have to read. More able pupils can describe the story they have read and show that they have understood the main ideas but have a limited ability to express preferences for books and stories they read. Pupils' writing in Years 1 and 2 shows a developing vocabulary and competence in handwriting. In most of the pupils' writing, ideas are developed sequentially using sentences usually demarcated by capital letters and full stops. Spelling of monosyllabic words is usually correct. The writing of the more able pupils is, however, not sufficiently developed and these pupils have insufficient opportunities to extend their ideas and to use their writing skills in other subjects.
77. By the end of Year 6, pupils have very good listening and speaking skills. All pupils talk and listen confidently and can vary their expression and vocabulary in different contexts. A notable feature is the attention they give to what other members of the class say and how they adapt their ideas in consequence. Pupils' writing engages the interest of the reader through the variety of its vocabulary and expression. Pupils' written work in formal English situations and across the curriculum in the juniors is well planned and well organised. By the end of Year 6, all pupils have a fluent handwriting style, use punctuation appropriately and spell most words correctly. More able pupils – and this comprises nearly half the class - convey meaning in interesting ways and use words imaginatively and precisely. They successfully adapt their style to the needs of task and reader, as was seen when the class was discussing parody

based on the story of Cinderella. Having read the modern version by Roald Dahl, one pupil created her own poem of rhyming couplets which was of a very good standard

Jumped into her Mini Cooper,
Passed the old man on his scooter.”

Pupils in Year 6 use different sentence structures and vocabulary to create effect as “He disappeared in the waves, never to return again. Or will he?”

78. By the end of Year 6, all pupils are fluent readers and show a good understanding of significant ideas, themes and characters in stories they have read. They read both for pleasure and to find information. The majority of pupils in Year 6 understand the different meanings that can be attributed to phrases in stories they read, such as ‘having a taster’. These pupils give personal responses to literacy texts in book reviews and justify their views. Pupils in the juniors take a good pride in the presentation of their work and many are eager to talk about their work. Pupils’ developing information and communication technology skills are used well both in their word processing and when illustrating their work for display.
79. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. Lessons are thoroughly prepared and relationships between teachers and pupils are good and this effectively builds pupils’ confidence and self-esteem. However, the teaching does not probe pupils’ understanding sufficiently and pupils’ responses as a consequence are often too simplistic. The teaching also does not sufficiently challenge the more able pupils who have too few opportunities to develop their ideas, both orally and in their writing.
80. Overall, the quality of teaching and learning in Years 3 to 6 is very good, with some excellent features. Very good questioning challenges pupils to justify their views and to appreciate contrary points of view. Teachers’ high expectations of pupils, both in their oral and written work, are appreciated by pupils and reflected in their work. Lessons are stimulating occasions facilitated by very good selection of text and poetry and this is very effective in maintaining pupils’ interest and motivation. The tasks are carefully planned with suitably challenging work for pupils of all abilities. Praise is very well used but only when deserved, and exemplars of good practice are shared with the class. This is very effective in raising pupils’ self-esteem with teachers being well aware of those pupils who lack confidence. Another notable feature is the very good use made of plenary sessions at the end of lessons to revisit lesson objectives and to reinforce learning. Pupils’ work is marked consistently and, in Key Stage 2 in particular, comments made by the teachers praise good work highlighting notable features in the work and how further progress can be made. The very good teaching results in all pupils, including those with special educational needs, making very good progress resulting in the very good standards of literacy evident in English and in the pupils’ work in other subjects.
81. Pupils’ attitudes to English are very good and the subject makes a significant contribution to pupils’ spiritual, social, moral and cultural development. Pupils work together very effectively in pairs and in small groups, and through the judicious selection of topics for discussion in the juniors, pupils have opportunities to formulate their points of view and justify them. In discussion, pupils enthuse about their work in English and their development is extended through visits and working with visiting authors.

82. The subject is very well led and managed. There is a good scheme of work in place and this incorporates the use of a variety of resource material to support the teaching. Good use is being made of the National Literacy Strategy. Very effective assessment strategies are in place and pupils' achievements and progress are monitored regularly. Pupils requiring help are identified at an early stage and well supported, both by their teachers and classroom assistants. The specialist teaching in the upper junior classes is particularly effective. However, the very good quality of teaching and learning evident in these classes has not yet been sufficiently disseminated to all classes in the school. The school is well resourced for the teaching of English and the library has recently been catalogued to facilitate its use as a learning resource. Classrooms also have a good supply of reading books.

MATHEMATICS

83. In the 2002 national tests for Year 2 and Year 6, pupils' attainment in mathematics was above the national average when compared to all schools and average when compared with similar schools. The inspection findings indicate that current standards have risen by the end of Year 6 but have remained the same by the end of Year 2. All pupils, including those identified by the school as having special educational needs, make satisfactory progress in Years 1 and 2, with pupils attaining average standards by the end of Year 2. In Year 2, while the vast majority of pupils attain the nationally expected level, too few pupils exceed it. This is because teaching lacks sufficient challenge for the more able pupils. In Year 6, pupils benefit from specialist teaching and attain standards well above the nationally expected standard for their ages in all areas of mathematics. Progress in the juniors is very good overall with particularly strong progress in the upper juniors. Compared to the last inspection, there has been a very good improvement in the attainment of pupils in Year 6, but in Year 2, pupils' attainment has remained the same. No significant differences in levels of attainment were found between boys and girls during the inspection. Pupils with special educational needs make satisfactory progress in Years 1 and 2 and good progress in the juniors where they are particularly well supported and challenged.
84. By the end of Year 2, most pupils can count, read, write and order numbers to a hundred accurately. They add numbers to ten mentally and most know some simple doubles, although some are too reliant on their fingers in this work. About a third of the group are confidently able to find change from 50 pence. More able pupils are becoming familiar with larger numbers when, for example, they try to find a pattern when investigating how many different ways they can make 50 pence with silver coins. Pupils have little knowledge of early multiplication. In their work on shape and space, they know the names of two- and three-dimensional shapes and know how many sides and corners they have. Pupils understand what a right angle is and recognise shapes that contain them. Pupils' range of mathematical vocabulary is satisfactory and they use it confidently, for example, to describe how they have solved a problem. Younger pupils in the mixed Years 1 and 2 class seen during the inspection are benefiting from the teaching and challenge given to the older pupils and, as a result, they are attaining well for their age. For both age groups, the daily oral and mental part of the lesson is helping the steady development of mental arithmetic knowledge and skills, although sometimes the level of challenge for the older pupils is too low even when they ask for harder problems.
85. By the end of Year 6, pupils' attainment has risen this year because more pupils are working at the higher levels and because of the school's successful emphasis on developing pupils' ability to use and apply their mathematical skills. These pupils

demonstrate very good understanding and knowledge of basic computation. They make very good progress overall in the juniors and particularly strong progress in Years 5 and 6 where pupils benefit from the skills of a specialist teacher. Teachers put a great emphasis on learning multiplication tables. As a consequence, pupils are quick and confident, and many have very good mental arithmetic skills. They are therefore in a very strong position to use their knowledge in a range of situations such as working out the cost of a list of London souvenirs or finding the area of irregular shapes. The higher-attaining pupils in Year 6 have particularly impressive skills; for example, they can calculate the area of a trapezium, which is a very good level of work for this age group. They are developing effective ways for solving problems and, with much practice and high expectations from staff, many pupils can very clearly explain their methods or results. Many of their responses to the teachers' questions are very articulate, as was observed when Year 4 and 5 pupils planned routes using London Underground maps. By Year 6, pupils with special educational needs achieve well because teachers give them appropriately challenging tasks. They are enabled to take part fully in lessons and, as a result, they make good progress in relation to their prior attainment. In the Year 3/4 class, the needs of these pupils are not always fully met because the class teacher does not have sufficient classroom support for some lessons, and the spread of ability of the pupils is too wide for one person to meet successfully.

86. Pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is satisfactory and in Years 5 and 6 the teachers provide very good opportunities for pupils to use computers to analyse data. For example, pupils used the data collected on the local churchyard survey to study the number and types of deaths in different decades. Mathematics makes a good contribution to other subjects, such as design and technology when pupils use their measuring skills carefully and in science where they produce tables and draw graphs to show the results of their investigations.
87. Pupils' attitudes to mathematics are good overall, with attitudes and behaviour being particularly good in the junior classes where the very good quality teaching consistently challenges these pupils. Although the quality of teaching in Years 1/2 is satisfactory overall, the pace in some lessons is too slow and the expectations too low, especially for the more able pupils. Overall, teachers have a good subject knowledge. They actively promote pupils' self-esteem and confidence. Lessons are generally well planned, mostly with good regard to the differing abilities of pupils and age groups within the classes. Where teaching is at its best, teachers share the precise learning objectives with the class and return to them at the end of the lesson to check and reinforce the pupils' understanding and learning. Also, in the better lessons seen, the learning aims are written up for pupils to see, the technical vocabulary is stressed, the pace is brisk and methods used ensure that all pupils take part fully in the lessons. Teachers' marking of pupils' books is generally good, but work in pupils' books is not consistently dated or titled. This makes it more difficult for them to understand the subject matter they are trying to revise and improve their performance. Homework makes an overall satisfactory contribution to the pupils' learning but is not set regularly in the classes of the older pupils. Pupils with special educational needs are helped well by support staff when they are provided. Each pupil has a written mathematical target. While this provision is good, targets tend to be too large and therefore take too long to achieve. For some pupils, especially the less able, this can be counterproductive.
88. Teachers know their pupils well and are able to use informal assessments well to guide the next steps in pupils' day-to-day learning. The school undertakes a

satisfactory range of assessments at the end of each year. However, there is no simple school-wide record-keeping system and therefore no easy way of tracking and checking up on the progress of individuals or groups of pupils other than at the end of the year. The school has plans to improve these systems shortly.

89. The subject is well managed with very high expectations and targets for the subject. The co-ordinator monitors planning regularly, and undertakes some monitoring and analysis of teaching and results. However, more needs to be done to ensure that the monitoring of teaching in Years 1 and 2 not only focuses on the learning taking place but also on how it could be improved.

SCIENCE

90. In the 2002 National Curriculum tests, the attainment of Year 6 pupils was well above average when compared to all schools nationally and similar schools. The Year 2 teacher's assessment of pupils showed that their attainment was above average overall. Inspection evidence shows that the standards of attainment at the end of Year 2 are in line with those expected nationally and by the end of Year 6 are well above average. This represents an improvement in attainment at the end of Year 6 since the last inspection, but a fall in attainment at the end of Year 2. Attainment at the end of Year 6 has been consistently well above average in the last four years and much of the reason for this is the use of a specialist teacher who brings to the pupils high expectations and a very good continuity of learning. Whilst in Year 2 the proportion of pupils attaining the expected level is above average, the proportion of pupils working at the higher levels is below average. In Years 1 and 2, pupils with special educational needs make the same satisfactory progress as their peers but in Years 3 to 6, pupils make very good progress because of the high expectations of the teacher and the challenge of the tasks they are set. Pupils in Years 3 to 6 make particularly good use of their literacy, numeracy and information and communication technology skills in their science work. In Years 1 and 2, much of the pupils' recording of their investigation work is through diagrams and opportunities for pupils to write about their observations are not well developed.
91. By the end of Year 2, pupils' attainment is satisfactory in all areas of the subject, although there are some comparative weaknesses in pupils' understanding of some elements of living processes. Pupils' understanding of setting up an investigation is developing well. They have a good understanding of the importance of a fair test. This was clearly seen in their snail investigation when there was a good insistence that snails should be placed equidistant from the beans and apples to determine their preference. Pupils have very good relationships with each other and collaborate well in work such as this. Whilst their ability to discuss their observations is good, they have undeveloped skills in recording their findings in a more formal way. Pupils have satisfactory attainment in the life processes. They label the main features of the body accurately and understand about the importance of eating healthily. They know that the skeleton gives rigidity to the body, which is moved by muscles. However, not all pupils have a clear understanding of the importance of light and water as essential elements for plant growth, despite a carefully planned experiment which involved the growing of beans. There are some weaknesses in pupils' understanding of materials. Pupils are able to sort different materials using their own criteria. Their knowledge of why specific materials are used in every day life is not so well developed. Pupils make satisfactory progress in the physical processes. They have a good knowledge of electricity and describe accurately how a simple circuit works. Whilst they have a

satisfactory understanding of push and pull forces they do not understand, for example, that it is a force that made their toy car run down a ramp.

92. By the end of Year 6, pupils have very good knowledge in all aspects of the subject because these are very well developed by the teachers through the junior classes. The teaching of investigation work is particularly thorough, and teachers are consistently emphasising the importance to pupils of ensuring that the investigations they set up are fair and not biased. This was clearly evident in a Year 3/4 lesson when pupils were designing their own investigation into plant growth. Similar rigour was seen in the Year 5/6 class when pupils were setting up their own investigation into the impact of conservation on the school's wildlife area. The teachers use resources particularly effectively and a mixture of challenging, teacher-designed and commercial worksheets helps to ensure that the pupils' learning is systematically developed. This was particularly evident in the way that pupils explained the forces at work when someone is swimming. Pupils have a good knowledge of the solar system and explain the reasons for the seasons very effectively. Teachers make particularly good use of information and communication technology and this was most effective in the consolidation of pupils' knowledge in their solar quiz. Pupils have a good understanding of plants and living organisms and their knowledge of materials is very thorough. Higher-achieving pupils show particularly good skills in the different ways of separating materials and are developing a good range of scientific and technical vocabulary, using such words as 'saturated', 'insoluble' and 'irreversible' with ease and accuracy. Very thorough revision for the Year 6 pupils ensures that aspects of the subject which were covered the previous year as part of the two-year rolling programme, are revisited and further developed.
93. The quality of teaching in Years 1 and 2 is satisfactory overall and very good in Years 3 to 6 where the school makes very good use of the expertise of two teachers. Whilst in Year 1/2 there are effective procedures for ensuring that all pupils reach the expected standard, there are not consistently high enough expectations on higher-achieving pupils to extend their learning further. As a result, not all the more able pupils are attaining the standards of which they are capable. The very challenging teaching in the other classes ensures that pupils of all abilities are fully extended. High quality questioning challenges pupils to justify their answers which are well interpreted by the teachers so that all pupils benefit from the answers of their peers. These lessons have good pace and pupils are expected to work hard and finish their work within the given timescales. Pupils clearly understand the format required to go about their investigations and they respond with good presentation and clearly labelled diagrams which show a good and often very good understanding of their work. Marking in Years 3 to 6 is good at identifying to pupils what they need to do to improve their work. It is particularly effective in the Years 3 and 4 class. In the Year 1 and 2 class much of the feedback to the pupils is oral, so this feedback is not consistently noted in the pupils' books to allow them to remember how they should improve their work in the future. Teachers' subject knowledge is very good overall and particularly strong for the older pupils, where it is leading to very high standards for the higher-attaining pupils. Teachers assess pupils' work carefully in all classes and teachers of the older pupils make particularly good use of pupils' hypotheses before they start their investigation. This gives them a clear insight into the pupils' thinking and clearly identifies if there are any areas of weakness that need to be addressed in future lessons.
94. The co-ordinator has worked hard to improve standards in the subject and has led and managed the subject successfully since the last inspection. The greater emphasis on investigative work has led to pupils having very good enthusiasm for the

subject as they take an active part in the planning of much of their work. The co-ordinator has monitored the teaching and learning in all classes but does not at present have planned opportunities to look at the quality of work in the different years. As a result, her expertise is not at present fully used to ensure that all pupils are making appropriate progress in all classes. The school has developed a particularly effective record keeping system, which will give teachers a clear insight, not only into pupils' attainment but also into the areas which need to be further developed. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development overall, and particularly to their social and moral development as a result of the school's strong emphasis on investigative work which often involves group and paired work. It also has many valuable links with other subjects, such as literacy and numeracy, which make the learning more interesting and meaningful for the pupils.

ART AND DESIGN

95. By the end of Year 2 and Year 6, pupils' standards of attainment are line with those found nationally. They make satisfactory progress as they move through the school. This is better than at the time of the last inspection when, for pupils in the juniors, attainment was poor and the statutory requirements of the National Curriculum were not being met. Pupils with special educational needs take part fully in lessons and make progress at a similar rate to their peers.
96. By the end of Year 2, pupils draw objects from life to a satisfactory standard for their age. For a substantial minority, the standard of their observational drawing is good. This is due to the good teaching that they receive in this aspect of art and design and the amount of practice that they have been given. Higher up the school, some good opportunities are given to draw from life, for example, oil-pastel portraits of a man in Years 5 and 6. Here, again, a minority of the pupils produce good results, and a few very good. At the top of the school, pupils have sketchbooks, and these are used a little to help learning. However, most work is not dated, is unmarked and unlabeled, and pupils are not always clear as to the purpose of the exercise. Lower down the school, pupils do not have sketchbooks.
97. Throughout the school, pupils are given many suitable opportunities to draw and paint for themselves. They paint portraits of themselves in Year 1 and 2, where they represent the human figure with satisfactory proportions. They use tonal washes to good effect in Years 3 and 4. Pupils enjoy the subject. Their attitudes and behaviour are very good in art lessons. When given opportunities to do so, they evaluate their work satisfactorily and suggest improvements. Teachers' planning for all age groups is good. It covers the full range of the requirements of the National Curriculum programmes of study.
98. Pupils are given many good opportunities to link artistic work to other subjects. Throughout the school, good links are made between art and design work and subjects such as history and design and technology. For instance, in a Year 3/4 class, pupils draw Mendi hand patterns as part of their religious education work, while higher up the school a Viking warrior dominates the room. This work enlivens the classes, and in itself is worthwhile for helping pupils reinforce their learning in history and geography. Adults sometimes undertake key elements of displays when it would be beneficial for pupils to have a greater input.
99. The work of a few artists, mostly from the European tradition and culture, is satisfactorily built into the scheme of work. Some good use is made of visitors to

explain artists' work, such as that of Picasso. This works well, increasing pupils' knowledge and understanding as well as raising the standards of their own work and helping them to see what is possible. Pupils also visit art galleries; for example, older pupils will visit a large gallery during their residential visit to London. However, pupils' knowledge of artists' work is limited and the range of artists studied is rather narrow.

100. Teaching is satisfactory through the school. At its best, pupils are taught techniques well and given ample opportunities to learn by investigation, and practising and increasing their knowledge and skills. Sometimes pupils have access to a limited range of materials and media, and, as a result, there is too little opportunity for pupils to be able to work at their own level of challenge as they experiment with different materials and effects. Mostly, art projects are two-dimensional and small-scale.
101. The subject co-ordination is satisfactory overall, but has some strong features. Good subject knowledge and a strong vision are guiding the development of the subject. As a result, standards have risen since the last inspection. However, the present arrangement of undertaking art and design for half a year followed by half a year of design and technology does not encourage the consistent development and reinforcement of knowledge, skills and techniques. There is currently no straightforward whole-school system for assessment and record keeping. Little monitoring of learning is undertaken, or observation of teaching that precisely helps the teachers in their development. The school has a satisfactory range of art materials and reproductions of artists' work. Teachers display pupils' work very well, and this helps make the school colourful and welcoming.

DESIGN AND TECHNOLOGY

102. Standards of attainment in design and technology are in line with national expectations at the end of both key stages. This represents an improvement since the last inspection when standards were unsatisfactory and when the requirements of the National Curriculum were not being met. Pupils of all abilities make satisfactory progress overall.
103. By the end of Year 2, pupils have used a satisfactory range of materials including commercial construction kits, textiles, paper and packaging materials. They join materials appropriately using different techniques, including gluing and stitching. Most pupils have satisfactory cutting skills and, with help, produce two- and three-dimensional models to illustrate stories, such as 'The cat from Norway, got stuck in a doorway'. They have satisfactory evaluation skills. Most evaluation is verbal and also emphasises what pleases pupils most about their completed tasks.
104. By the end of Year 6, pupils have worked with a broad range of materials, including work in food technology, textiles and resistant materials. Scrutiny of the work available during the inspection and discussion with pupils indicate that the work is of satisfactory quality, with sufficient attention given to the development of the design and evaluation processes. The subject is taught in half-yearly blocks and this is counter productive in that pupils do not have frequent and regular opportunities to acquire, develop and practise basic skills. Too much time is taken for revision at the beginning of each block of work and this takes time away from the teaching of new skills and knowledge. Some of the better design and technology work involves food technology when the basic concepts of design and technology are well illustrated. In this work, pupils examine commercial products, such as biscuits, enabling them to evaluate the packaging materials, the general attractiveness of the product and taste.

Good attention is given to high standards of hygiene. Different recipes are used, different designs made and a survey of pupils' likes and dislikes undertaken. Finally, pupils completed an evaluation exercise and highlighted aspects that were successful and what they would change and adapt in future work. In their work on textiles, pupils have made slippers and whilst this incorporated good skills of measuring, cutting and constructing, the design and evaluations were rather simplistic and lacked necessary detail. Pupils' experience of using information and communication technology to support their work is limited.

105. No design and technology lessons were observed during the inspection but scrutiny of pupils' work and discussion with pupils indicate that the teaching is generally satisfactory. Pupils are enthusiastic about design and technology and have positive attitudes to the subject. In discussion they recall the activities they have undertaken and how they co-operated in small groups and how each contributed to the final outcome. However, they are not always sufficiently critical of their own work and how it might be improved. The paired and group work involved in the subject makes a good contribution to pupils' moral and social development.
106. The co-ordinator leads the subject satisfactorily, has overseen the good improvement since the last inspection and has introduced a new scheme of work based on national guidelines. He does not visit lessons to monitor the quality of teaching and learning and because of this, his skills are not being fully utilised in the development of the subject. However, he does make informal assessments of pupils' completed work. Teachers make satisfactory ongoing assessment of pupils' progress within lessons, but there is no whole-school assessment procedure to enable teachers to track pupils' long-term progress.

GEOGRAPHY

107. Pupils' attainment in geography is in line with national expectations at the end of Year 2 and Year 6. Standards are similar to those of the last inspection. Pupils of all ages and abilities, including those with special educational needs, are making satisfactory progress in their development of geographical skills, knowledge and understanding.
108. By the end of Year 2, pupils have a satisfactory knowledge of the local area and how it can be represented on a large-scale map. They locate where they live on the map and most give accurate directions from school to their home. Pupils compare different houses in the locality and can distinguish between terraced, semi-detached and detached houses. Most pupils can recognise natural and man-made features and accurately use symbols to represent them on their own maps. Pupils understand the importance of roads and communications in their neighbourhood and this knowledge was enhanced through their survey of local traffic. Pupils have evaluated their locality in terms of their likes and dislikes, and know what they would change to improve it. In their study of a contrasting area, they have considered how life on an island compares with their own lives and use a satisfactory technical vocabulary to describe the main similarities and differences.
109. By the end of Year 6, pupils are familiar with using atlases to locate countries, continents and major geographical features and can locate their home village on a map of Great Britain. Pupils are familiar with Ordnance Survey maps and identify natural and man-made features on maps of different scales. However, their knowledge of scale and the use of keys is limited. They have undertaken a survey of their locality and contrasted this with a coastal city in Great Britain. By Year 6, pupils

know that land has different uses but their understanding of what determines land use is limited. Their study of a village in a developing country enables them to compare the life style of children in such a location with their own. Pupils make good use of the Internet to find relevant information for this work. Although pupils have a satisfactory understanding of how land can be used for different purposes, they have a limited knowledge of how climatic conditions influence people's lives and the crops they grow. Pupils in Year 6 know that the environment is changing as a result of human intervention but their understanding of the factors involved, such as global warming, is limited.

110. No lessons were observed where the quality of geography teaching could be evaluated but the scrutiny of pupils' work, displays around the school and discussion with pupils, suggests that the teaching during the past year has been satisfactory. Pupils are enthusiastic when they talk about their geographical studies, particularly when engaged in practical work and discussion. Displays around the school illustrate the initial contacts that have been made with a school in Tanzania and this is giving pupils a good insight into life in a rural village in that country. Pupils' information and communication technology skills are used effectively in instances to find information and to illustrate their work.
111. The co-ordinator has recently put together an improved scheme of work based on national guidance. He provides informal advice and guidance to colleagues and manages the resources. However, his role is unsatisfactory overall as he does not have regular release time to monitor standards in the subject. Pupils' workbooks are not regularly and routinely scrutinised and occasional gaps in pupils' learning have not been picked up as there is no adequate system for tracking and monitoring pupils' attainment and progress. Teachers rely on informal methods of assessment. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development and teachers could make even more use of elements of pupils' work to enhance their cultural awareness. Visits to support pupils' learning are very valuable and remembered by pupils but such visits are limited in number and this is an aspect of the school's work that could usefully be developed further.

HISTORY

112. Pupils' attainment at the end of Year 2 and Year 6 is in line with the national expectations. The quality of teaching is satisfactory overall. Pupils of all abilities, including those with special educational needs, make satisfactory progress. While progress is satisfactory overall, when good teaching is seen in individual lessons, progress is good. Standards are similar to those found at the time of the last inspection.
113. By the end of Year 2, pupils have a satisfactory understanding of the periods and events studied. They have some knowledge of famous people, such as Guy Fawkes and what he tried to do to the Houses of Parliament. They also know about Florence Nightingale and why she was famous. They recognise some characteristics of old houses and old toys. When they have access to first hand knowledge, such as having a governor come to talk about holidays in the 1950s, pupils learn and understand more and are enthusiastic about their learning. The use of living resources appeals to the pupils and enables them to retain more of the information presented to them. Overall, too little recording is undertaken and, as a result, information is not recalled well when pupils talk about work in their books.

114. By the end of Year 6, pupils have good factual knowledge of the periods of history they have studied. In junior classes, a good amount of history teaching is undertaken. Good methods, such as having 'Vikings' visiting the school for a day, help to bring the learning alive and reinforces pupils' knowledge very well. In the Year 3/4 class, pupils learn about invaders and settlers. Here, planning and displays indicate that pupils are taught well with high expectations to combine their literacy skills with their historical information, such as when they write their own accounts of a raid on Lindisfarne. In Years 5 and 6, pupils learn about the Greeks and how we know about their civilization. They are beginning to structure their work carefully, using appropriate dates and terms, and can compare two events confidently. Few pupils, however, can make links between the periods studied or explain well why people behaved in the ways that they did. Pupils are interested in history. They are keen to answer questions in lessons and behaviour is generally good. Pupils with special educational needs are well supported by teaching staff. They join in fully with the lessons and make progress at a similar rate to their classmates. History promotes pupils' moral development well through discussions, such as those connected to the Viking invasions and the reasons for them coming to England. History also promotes pupils' cultural development through developing pupils' understanding of other periods of history such as the Greeks and the Anglo-Saxons.
115. Teaching is satisfactory, and stronger in Years 3 to 6 than in Years 1 and 2, where limited content and skills have been taught. In the junior classes, teachers are good at teaching about facts and sources of information. In some classes, such as the Years 3 and 4 class, the whole range of the National Curriculum programmes of study are covered well, while in other classes there is less balance. Across the school, teachers have a good knowledge of the period that they are teaching, and lessons are well prepared and well structured. Teachers make good use of a pertinent range of resources and many use interesting methods. Good links are made with developing pupils' literacy skills, with the amount and quality of the writing at the top of the school being very good; for example, when making up their own Greek myths. Teaching is less strong in helping pupils to have an understanding that change can be interpreted in different ways and the consequences for this. As most work is undertaken by the whole class, more able pupils through the school are not always sufficiently challenged in lessons.
116. The subject is effectively planned with the school using national guidelines which have been adjusted to meet the needs of the pupils. Assessment at the end of each unit of work is not formalised and no record-keeping system is in place to record the development of pupils' skills and knowledge as they move through the school. This makes it more difficult for new teachers to plan appropriately challenging work when they have new pupils at the beginning of a school year. Resources are satisfactory. The last inspection highlighted the need to prevent topics being taught more than once and this has been achieved. The co-ordinator has a good understanding of the needs of the subject and has achieved recent improvements. He is giving satisfactory leadership to the subject. However, more needs to be done to ensure that the monitoring of learning leads to improvement in the way that all aspects of the subject are developed equally and higher-achieving pupils are suitably challenged in the work that they are set.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6. Although this is similar to the judgement at the time of the last inspection, there have

been significant improvements and developments in the subject, which is now playing a far more integral part in pupils' learning, and particularly so in the juniors. The use of specialist teaching in Years 3 to 6, the establishment of a computer suite for the teaching of information and communication technology skills and the improvement in the range and quality of programs, have all combined to enhance provision in the subject.

118. The teaching for pupils in Years 1 and 2 is satisfactory with pupils making appropriate gains in their skills and knowledge. By the end of Year 2, pupils have built appropriately on their work in the Reception class and are making satisfactory progress. They have acquired satisfactory mouse skills and have appropriate familiarity with the keyboard. They have developed confidence in word processing and have satisfactory skills in this area. The great majority can edit text, change the font size, style and colour and save to their own folder. They use these skills well, for example, in making up captions to go alongside their displays. They make good use of programs to support their numeracy and literacy work and higher-achieving pupils are able to access the Internet, as seen when they found a program which reinforced their knowledge of the parts of a plant. Pupils are developing a good understanding of how to enhance their work by importing pictures, for example, when they used clip art to improve the impact of their seed poems. At present pupils' skills at handling data and control are not as well developed as other areas. Pupils will be using data handling to record growth patterns as part of their present 'living things' project. Control work is a comparative weakness, but planning shows that pupils will be using the floor robot for this work in the last month of the school year.
119. By the end of Year 6, pupils are making good progress in several aspects of their work because of the good quality teaching and the way that the teacher integrates pupils' ideas into the curriculum. Several of the pupils have parents who are computer programmers and often pupils will share ideas with their peers in whole class sessions and these are cleverly woven into the pupils' learning by the teacher. As a result, in some aspects of the subject, pupils are reaching standards much higher than expected. This is particularly the case in the way that pupils use computers to communicate, either through the printed word or through multi-media programs, such as Powerpoint. Most of the Year 5 and 6 pupils have used this program as a way of reinforcing and sharing their learning on some aspects of their topic work. The presentation by Year 6 pupils based on their topic on Ancient Greece was of a particularly high standard, using sound, animation and hyperlinks. Pupils have particularly good skills in data handling, clearly seen in their work on the local churchyard. In this, pupils made a database of all the gravestones erected between 1850 and 1950. Pupils have particularly good skills at interrogating this data and, when needed, representing the information in graphical form. Pupils make increasing use of the Internet as a research vehicle for their individual topics and use this well in many aspects of their work. For example, as part of their persuasive writing, pupils imported pictures from the Internet and used this as a background to persuade people to visit their chosen venue. Particularly impressive was the pupils' work on 'Herefordshire's Great New Cricket Ground', which showed a very high appreciation of the importance of audience, as did the poster on 'Come to Sunshine Bay'. Throughout the juniors, pupils are making increasing use of computers to reinforce and extend their learning. There are particularly strong links with science, with pupils making good use of data handling programs to analyse the results of their investigations, as was seen in Year 3 pupils' work on reducing friction and the Year 4 work on different bones in the body. Pupils' control skills are satisfactory and this is an area that the school wishes to develop further to make it possible for pupils to control the models they have made in design and technology.

120. Pupils have excellent attitudes to the subject because they can increasingly understand the possibilities to extend their learning in other subjects. Older pupils make particularly good use of the computer suite as they are trusted to work unsupervised in this area on the work they have been set. The school has put a strong 'firewall' system in place to ensure that pupils are only able to access appropriate programs and websites. Pupils have particularly good collaborative skills and these are used well during computer lessons, so that they learn not only from their teacher but also from each other. In all lessons observed, pupils worked particularly hard and behaved very well because they are engrossed in the work they are carrying out. Some pupils rightly feel that the forty minute lesson they receive each week for the teaching of computer skills is not long enough and puts too much pressure on them to complete their work in this time. The school is aware of pupils' feelings on this matter and the length of teaching time will be reviewed when next year's timetable is planned.
121. The co-ordinator has worked extremely hard to develop the subject in the last three years and gives good leadership and management to the subject. Central to his work has been the development of the computer suite, which has enabled class lessons for the teaching of information and communication technology skills. His expertise is used particularly well in the juniors where he teaches all the classes. Younger pupils also benefit from the skills of a knowledgeable classroom assistant who regularly takes small groups to the suite for the teaching of skills. At present, the co-ordinator does not have release time to see the subject being taught in other classes and, therefore, his skills and knowledge are not being put to the best use by the school. Teachers have benefited from the national initiative for the development of teachers' computer skills and this is reflected in the varied way that pupils now use computers to support their learning in other subjects. However, there are still teachers who are not totally confident with teaching all aspects of the subject and extra support and training will be needed in areas such as control and data handling. Although the co-ordinator has a budget, much of the money has been spent in buying licences for the increasing number of computers in the school. At present the school does not have a publishing program which would further develop the range and variety of ways that pupils would be able to present their work. The governor for the subject takes a keen interest and has observed lessons and reported his findings to the full governing body. The new interactive whiteboard is used very effectively in class teaching sessions and training for all staff is in the subject development plan for next year. The subject makes a good contribution overall towards pupils' spiritual, moral, social and cultural development and particularly to their social development when pupils work in pairs when using the class and suite computers. As most of the teaching of information and communication technology skills is carried out by two teachers, developing an assessment and recording policy has not been a priority. However, if the school wishes to continue to develop the subject and integrate it further into the pupils' learning across other subjects, it is essential that a record keeping system is devised to ensure that pupils' skills and knowledge are systematically built on through the school.

MUSIC

122. By the end of Year 6, all pupils, including those with special educational needs, make good progress and, as at the time of the last inspection, achieve standards that are above national expectations. No judgement could be made about standards in Years 1 and 2 as no lessons were seen during the inspection because of the way the

subject is timetabled for these pupils. However, these pupils sing tunefully in assemblies, with clear diction and obvious enjoyment. The subject is well led by an enthusiastic co-ordinator who teaches all classes in the school on a regular basis. An average amount of time is allocated to music throughout the school and there are good additional opportunities for the older pupils to learn to play a range of brass and woodwind instruments. The quality of the tuition is very good and is enabling some pupils to achieve extremely high standards, particularly in woodwind. These pupils have regular opportunities to play to the school during assembly times. Although it does not at present have a pianist on the staff, the school is fortunate to have the skills of one of the governors, who plays regularly for school assemblies. Year 3 pupils also benefit from a recorder club which runs regularly throughout the year.

123. By the end of Year 6, pupils have a good breadth of musical experience because this is carefully planned by the teacher. Pupils have good opportunities to take part in music making activities. They compose using symbol notation and perform their works to their peers who appraise its quality and make suggestions for improvements. Pupils enjoy this aspect of the work and feel that evaluation is an important part of improving their performing. Pupils concentrate well in lessons and listen carefully to music. The teacher has introduced the pupils to a range of music and songs from different cultures. Pupils sing well and this was clearly demonstrated in their two-part, unaccompanied singing of 'Freedom Train'. The teacher's good subject knowledge was evident during the two-part singing when she emphasised to pupils the importance of listening, whilst they were singing, to enable them to keep in tune with their group. Similarly pupils in the Year 3/4 class benefited from the teacher's skills in introducing the African song 'Charley Marley'. In this lesson, the pupils talked knowledgeably about rhythm, pulse and time and made good progress in learning the song, because of the way that the teacher used her hands to demonstrate the rising and falling of the tune. All pupils in the school enjoy singing and the quality of singing in collective acts of worship is usually of a good standard.
124. Evidence from discussions with younger pupils and the observation of lessons for the older pupils, indicates that the teaching of music is good through the school and promotes effective learning for pupils of all ages. Evidence from planning shows lessons are well balanced and appropriately include elements of composing, performing and appraising. Activities are challenging and this encourages the pupils to do their best. Good opportunities are provided for pupils to share their compositions with others and this helps the pupils to become more confident in performing in front of an audience. The lessons observed all had good pace and this set a positive tone for the pupils' learning. The teacher makes very effective use of praise and encouragement to promote the pupils' confidence and enthusiasm. Currently pupils do not have music books in which to make an ongoing record of the work they have covered and this makes it difficult for them to recall past learning. The introduction of a written record, especially for the older pupils, would further enhance their learning. Because of the wide range of music that pupils listen to and the discussions about the songs that they sing, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Gifted and talented pupils are particularly well challenged in their instrumental work. The co-ordinator regularly assesses pupils' progress and understanding in lessons and adjusts her teaching accordingly. Record keeping is informal but effective as the teacher knows the pupils very well.

PHYSICAL EDUCATION

125. During the inspection, no lessons were timetabled or were arranged for pupils in Years 1 and 2. This means that it is not possible to make judgements about standards in these years or make comparisons with standards at the time of the last inspection. Whilst it is not possible to make judgements on all aspects of the subject, standards in those areas observed during the inspection are well above national expectations by the end of Year 6 and have improved since the last inspection.
126. In discussion with pupils in Year 2, it is evident that they undertake a satisfactory range of physical activities including gymnastics and games. They have experienced the range of movements including both floor and apparatus work. This includes moving in different ways, balancing and making different shapes with their bodies. They are aware of the importance of repeating exercises in order to improve. Pupils have also taken part in games activities including catching, bouncing and throwing a ball which they have used in small games situations. Although no gymnastics was timetabled during the inspection, Year 6 pupils demonstrate standards of skill and performance in their movement work that are well above national expectations.
127. Junior pupils know the importance of warm-up activities and engage in suitable exercises ending in rigorous and strenuous activities. They describe body changes that take place during strenuous exercises, such as the increase in breathing and pulse rate which ensure an increased blood supply and oxygen to the muscles of the body. Pupils in Year 6 are also aware of the importance of exercise in maintaining a healthy life style and how they might continue to be active after school, such as being involved with sports clubs. These pupils combine skills very well and display very good control, precision and fluency. They have a well developed appreciation of tactics and strategy in a game situation and can vary play in response to changing circumstances. They have a well developed ability to analyse their own performance and how it might be improved. Most pupils in Year 6 have good, and in most instances very good, hand-eye co-ordination as was seen during games activities when pupils were striking and catching a ball. Pupils in Year 6 have a very good appreciation of space, they work safely and are aware of each other's strengths and weaknesses. They help each other to overcome deficiencies, such as in throwing a ball by moving closer to them. They are also aware of the importance of cooling down after strenuous exercise.
128. The standard of physical education seen during the inspection indicates very good progress in the juniors. Teaching in the juniors is by a specialist teacher and the teaching in the one lesson seen during the inspection was excellent. Its strengths included the pace of the lesson, the great enthusiasm of the pupils and the way that newly practised skills were further developed in a games situation. The excellent knowledge of the teacher was used most effectively to correct errors in techniques and raise pupils' self-esteem. The quality of this specialist teaching in the juniors has a very positive impact on standards and results in these pupils having an excellent attitude to sport in general. All pupils have opportunities to learn to swim and the school reports that all pupils are competent swimmers by the time they leave Year 6.
129. The subject is very well led and managed by an enthusiastic co-ordinator who has worked very hard and successfully with staff. Physical education enjoys a high profile in the school. Pupils' attainments are informally assessed and the co-ordinator knows the pupils well. The school enjoys a high profile in the locality and further afield in terms of games and athletics and regularly and successfully competes in a wide range of games activities. It has a high success rate in local competitions in cricket, football and netball, but also maintains an excellent sense of fair play. The school is

particularly good at ensuring all older pupils take an active part in the subject, and all pupils in Years 5 and 6 represent the school in a team.

130. Resources are good for physical education. The hall, although small, has a satisfactory range of gymnastic apparatus and the school makes good use of the field and tennis courts belonging to the local community. Cricket practice is facilitated by the school's own artificial wicket and net. Pupils also benefit from the expertise of coaches that visit the school regularly.