

INSPECTION REPORT

LUTTON ST. NICHOLAS PRIMARY SCHOOL

Lutton

Spalding

LEA area: Lincolnshire

Unique reference number: 120421

Headteacher: Mrs. G. M. Atkins

Reporting inspector: Mike Capper
23239

Dates of inspection: February 10th – 13th 2003

Inspection number: 248122

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Marriots Gate Lutton Spalding Lincolnshire
Postcode:	PE12 9HN
Telephone number:	01406 363392
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. T. Booth
Date of previous inspection:	March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	Foundation Stage Mathematics ICT French Geography History Physical Education English as an additional language	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23609	Alison Cartlidge	Team inspector	English Science Art and Design Design and Technology Music Religious Education Special Educational Needs Educational Inclusion	How well are pupils taught? How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lutton St. Nicholas Primary School is situated in a small village in the fens in Lincolnshire. Pupils are admitted between the ages of 4 and 11, with approximately two-thirds coming from outside the village. There are 107 pupils on roll, and they are taught in four mixed-age classes. Pupils come from a mix of home backgrounds although the number of pupils eligible for free school meals is below the national average. There are 11 pupils on the register of special educational needs. This is lower than average. However, the number of pupils with statements of special education need (4 pupils) is very high for the size of school. These pupils have differing needs. Test results show that pupils' attainment on entering school is broadly average. There is only one pupil with English as an additional language.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education, with the levels of care offered to pupils being a significant strength. Pupils work hard and develop positive attitudes towards learning. Very good teaching in the reception class means that children achieve high standards in their first year in school. In Years 1 to 6, where teaching is satisfactory overall, most pupils make sound progress and achieve satisfactory standards for their ability. The school is well led and managed by the headteacher who is committed to further raising standards. The school provides satisfactory value for money.

What the school does well

- The headteacher is an effective and strong leader and is well supported by hard-working and conscientious members of staff.
- Pupils are enthusiastic and happy and behave very well in and out of lessons.
- A rich and varied curriculum and very good teaching ensure that children make very good progress in the reception class.
- The school has effective links with parents and the local community.
- Teachers and teaching assistants value all pupils whatever their background, giving them good support and care and helping them to develop good levels of self-esteem.

What could be improved

- Pupils' achievement in writing.
- The level of challenge in some lessons in Years 1 to 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained the good rate of improvement found in the last inspection in March 2001. There is no unsatisfactory teaching, and it is now good in about two-thirds of lessons. Pupils' attainment is higher in reading and information and communication technology (ICT). Good financial planning has ensured that there is no longer a deficit in the school's budget. Members of staff and the governors share a strong commitment to school development and this means that the school is well placed to improve further.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	A	E	E*	well above average A above average B average C below average D well below average E very low E*
mathematics	B	D	E	E	
science	D	E	D	E	

National Curriculum test results at the end of Year 2 and Year 6 change significantly from year to year due to the small number of pupils taking the tests and the varying number of pupils with special educational needs in each year group.

In 2002, test results at the end of Year 2 were broadly average in reading, writing and mathematics when compared with all schools, but were well below average in reading and writing and below average in mathematics when compared with similar schools.

The current Year 6 is on target to achieve better results in National Curriculum tests than were achieved in 2002, when there were more pupils identified as having special educational needs as well as a significantly greater number of boys than girls in the year group. Nevertheless, an analysis of test data shows that, although standards were low in 2002, pupils made satisfactory progress in English and mathematics and good progress in science from Year 2 to Year 6.

Inspection findings show that children make very good progress and attain very good standards overall in the reception class, with most on target to exceed national expectations for the end of the year in all areas of learning. Standards are very good in communication, language and literacy, mathematical development and personal, social and emotional development, with children showing very good levels of independence, confidence, co-operation and perseverance.

Pupils' attainment in the current Year 2 and Year 6 is broadly average in English, mathematics and science. In English, listening skills are good. Standards are higher in reading than in writing, where attainment is below average. The younger pupils in each mixed age class tend to show better writing skills as they often produce similar work to the older pupils. For example, pupils' written work in Year 5 is comparatively better than the work of Year 6 pupils.

Pupils make at least satisfactory progress over time throughout the school in all subjects except writing where progress is unsatisfactory. However, progress is not consistent for all ability groups and there is not always sufficient challenge for some pupils. The school has set challenging targets for pupils' attainment in National Curriculum tests at the end of Year 6 in 2003. Although a high percentage of pupils have been targeted to achieve Level 5, there is little evidence of pupils working at these levels of attainment in class.

Pupils' attainment is satisfactory in art and design, design and technology, geography, history, ICT, music, physical education and religious education by the end of Year 2 and Year 6. There are particular strengths in pupils' evaluation of their models in design and technology, in singing and in gymnastics. In Years 5 and 6, pupils' attainment is good in French.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and try hard in lessons, especially during practical activities. However, they do not always take enough care with their written work.
Behaviour, in and out of	Very good. Pupils are very polite and courteous at all times of the

classrooms	school day and behave very well both in lessons and at playtimes.
Personal development and relationships	Good, overall. Relationships are very good. Pupils are very friendly and support each other well. Older pupils are always pleased to take responsibility and do so well.
Attendance	Good. Attendance rates are slightly above average and many pupils arrive at school early each day to work with their parents.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall, although there is some good teaching in every class. Teaching is especially strong in the reception/Year 1 class, where members of staff have a very good knowledge of the early years' curriculum and plan a wide range of interesting and well-organised activities that make learning meaningful and fun. Lessons have a very quick pace and more able children are challenged well because the teacher asks individuals questions that match their specific needs. Basic skills in literacy, numeracy and personal, social and emotional development are promoted very effectively in the reception class.

In the rest of the school, the teaching of numeracy is satisfactory. Whilst the teaching of most aspects of literacy is also satisfactory, there are insufficient opportunities for pupils to write purposefully in different subjects.

Throughout the school, behaviour is managed effectively. Teaching assistants are used very effectively and provide invaluable support in lessons. Teachers are well organised and ensure that resources for lessons are prepared in advance, making sure that lessons start on time. The school makes effective use of the specific skills of members of staff to teach subjects such as French, music, physical education and religious education. ICT is used well to support learning in different subjects.

In Years 1 to 6, whilst all lessons are satisfactory, teachers do not always provide sufficient challenge for the older and more able pupils in their mixed age classes. In addition, the pace of some discussions is too slow, limiting time available for pupils to carry out other activities in sufficient depth.

Teachers mark pupils' work regularly, although comments are not always clear enough about what needs improving.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and balanced and is enriched by a wide range of clubs and good links with the local community and other schools.
Provision for pupils with special educational needs	Good. Pupils make good progress and are included in all activities.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are well supported and receive valuable additional help from a specialist teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Carefully planned assemblies make a good contribution towards moral and social development. Personal, social and health education lessons provide effective opportunities for pupils to consider important issues.
How well the school cares	Good. Pupils are cared for effectively. There are sound assessment

for its pupils	procedures in place in all subjects but information is not always used to ensure that work is hard enough for all pupils.
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The headteacher has been successful in maintaining good links between parents and the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a clear educational direction to the work of the school and the headteacher has managed change sensitively, helping to establish a strong sense of teamwork. Subject co-ordinators take an active part in identifying how the school can improve.
How well the governors fulfil their responsibilities	Satisfactory. The work of the governors has improved since the last inspection and they ensure that statutory requirements are fully met.
The school's evaluation of its performance	Satisfactory. The headteacher has been well supported by the local authority in monitoring the school's work. However, the school's own procedures for monitoring are not always systematic or rigorous enough.
The strategic use of resources	Good. Financial planning and management by the headteacher, secretary and governing body are very thorough, with spending clearly targeted on raising standards. The school applies the principles of 'best value' well to its work, for example by considering the value of its spending on items such as the school library bus.

Governors have been especially successful in improving accommodation since the last inspection. As a result, accommodation is now good and developments have had a good impact on learning, for example by providing a very good outside work area for children in the reception year.

Staffing levels are satisfactory. There is a settled teaching staff and a good number of teaching assistants. However, the headteacher has a heavy teaching commitment, which means that the time available for routine management tasks and the monitoring of the school's work is limited.

Resources are satisfactory. There have been good improvements in resources for ICT since the last inspection and these are now good. English resources have also improved, especially in the range and quality of books.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and are expected to work hard There are effective links with parents The school is well led and managed Behaviour is good and children learn to become responsible and mature 	<ul style="list-style-type: none"> Provision for homework Information on children's progress

Inspection evidence confirms the positive views of parents. Homework provision is good and is helpful in extending learning. Parents are given a good range of information about their children's progress and teachers are readily available to discuss concerns at the start or end of each day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The last inspection report did not include judgements on all subjects. In those subjects where judgements were made, standards of pupils' attainment and levels of achievement have been at least maintained and they have been improved in reading and ICT. Writing continues to be an area of the curriculum where achievement is lower than it should be.
2. Provision for children in the reception year (the Foundation Stage) is very good and children make very good progress. This is an improvement on the good progress found at the time of the last inspection. Overall, children achieve very good standards in their first year in school, and most are on target to exceed national expectations for the end of the year in all areas of learning. Standards are very good in communication, language and literacy, mathematical development and personal, social and emotional development, with children showing very good levels of independence, confidence, co-operation and perseverance.
3. Inspection findings show that, at the end of Year 2 and Year 6, pupils' attainment is in line with national averages in English, mathematics and science. In English, pupils' attainment is better in reading than in writing, where it is below average.
4. Pupils' attainment at the end of Year 2 and Year 6 changes significantly from year to year due to the small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject.
5. In 2002, National Curriculum test results at the end of Year 2 were broadly average in reading, writing and mathematics when compared with all schools, but were below average in mathematics and well below average in reading and writing when compared with similar schools.
6. National Curriculum test results in 2002 at the end of Year 6 were below average in science and well below average in English and mathematics when compared with all schools. When compared with similar schools, pupils' attainment was well below average in science and mathematics and very low in English. In English, this placed the school's results amongst the bottom 5 per cent of similar schools. This year group had a higher than normal number of pupils identified as having special educational needs, as well as a significantly greater number of boys than girls. Nevertheless, a comparison of National Curriculum test results for these pupils at the end of Year 2 and the end of Year 6 shows that although standards were low in 2002, pupils had made satisfactory progress in English and mathematics and good progress in science in Key Stage 2.
7. Pupils make at least satisfactory progress over time throughout the school in all subjects except writing where progress is unsatisfactory. However, progress is not consistent for all ability groups and there is not always sufficient challenge for some pupils.
8. The current Year 6 is on target to achieve better results in National Curriculum tests than were achieved in 2002. The school has set challenging targets for pupils' attainment in National Curriculum tests at the end of Year 6 in 2003. However, although a high percentage of pupils have been identified as potentially achieving Level 5 (the level above that expected for this age group), or even Level 6, there is little evidence of pupils working at these levels of attainment in class. Pupils are taught in mixed age and ability classes but often complete the same or similar piece of work, whatever their age or prior attainment. This means that the needs of differing pupils are not always adequately met. There is often insufficient challenge for more able pupils as well as for older pupils of average ability. This has a negative impact on their overall progress.

9. Pupils' numeracy skills are satisfactory by the end of Year 6. There are strengths in pupils' ability to carry out calculations in their head. This aspect of the numeracy strategy has been taught well and has had a good impact on standards. Pupils are confident about applying these skills to simple written problems. However, pupils are less assured when presented with more complicated problems that involve more than one calculation.
10. In literacy, pupils' reading skills have improved and they show positive attitudes towards books and read with enjoyment. However in writing, there are important weaknesses in spelling, punctuation, handwriting and the quality of vocabulary and pupils do not write for a wide enough range of purpose. The younger pupils in each mixed age class tend to show better writing skills as they often produce similar work to that of the older pupils.
11. Pupils' attainment by the end of Year 2 and Year 6 is in line with national expectations in art and design, design and technology, geography, history, information and communication technology and music. There are strengths in aspects of design and technology, with pupils good at evaluating their work and in music where pupils sing well in assemblies and lessons.
12. In religious education, pupils' attainment is in line with the expectations of the agreed syllabus by the end of Year 2 and Year 6. In physical education, standards of attainment are in line with national expectations overall, with pupils making good progress in gymnastics, where attainment is above average.
13. Although not a part of the statutory curriculum, pupils in Years 5 and 6 are taught French once a week. This is a worthwhile activity that prepares pupils well for when they move to secondary school. Pupils show a very positive attitude towards learning a second language and quickly develop new skills, responding confidently to questions such as '*Quel âge as tu?*' and '*Comment t'appelles tu?*'
14. Pupils who have been identified as having special educational needs receive good quality support from teaching assistants, and they make good progress overall. More able or gifted pupils do not always have their needs met in lessons, although they are given some additional support in literacy and numeracy as part of a withdrawal group. The school has also purchased additional resources and extension materials to support more able pupils.
15. Pupils with English as an additional language are well supported and receive valuable support from a local authority teacher.

Pupils' attitudes, values and personal development

16. Pupils are enthusiastic and happy and behave very well in and out of lessons. This is a strength of the school's work and is similar to the findings of the last inspection.
17. Throughout the school, pupils have good attitudes towards learning. They are friendly and welcoming and are keen to talk to visitors about the work that they are doing. Pupils show great enthusiasm for out-of-school activities such as the gymnastics club. This is very well attended, with all pupils working purposefully to develop new skills. Pupils respond particularly well in lessons when they are given practical activities or are able to take part in class discussions. Pupils' response to their work is weakest when presented with written tasks. At these times, some pupils do not always show enough pride in their work. This leads to work not always being presented as neatly as it should be.
18. Children settle well into the reception class. They behave well, show good attitudes to learning and have well-developed social skills. They are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other, and develop a good understanding of the difference between right and wrong. They play together amicably, waiting their turn patiently and concentrating hard when working. They share and look after resources without fuss. They are confident and enthusiastic about trying out new activities

and are happy to talk about what they are doing. Times when children talk together are well organised and are used effectively to encourage them to think about things that affect them, and to talk about the needs of others.

19. In Years 1 to 6, pupils' behaviour is also very good, both in lessons and at playtimes, and there is no evidence of bullying. Pupils are well behaved when eating their food at lunchtime. Pupils of differing ages sit alongside each other and show good manners. Indeed, pupils are very polite and courteous at all times of the school day. There have been no recent exclusions and parents are rightly very pleased with the way that their children behave.
20. Pupils have very good relationships with each other and with all adults who work in the school. Younger pupils are supported very well by older pupils, especially at playtimes. The school has a "family" atmosphere where all pupils feel comfortable and happy. Pupils are kind and considerate, show good respect for pupils from differing cultural backgrounds and co-operate well with each other in class. For example, they help each other on the computers when they have a problem.
21. Pupils make good use of the opportunities they are given for personal development. Younger pupils are pleased to undertake tasks to help teachers. Older pupils are always pleased to undertake tasks in the daily life of the school. They conscientiously act as monitors and, in small groups, take assemblies each week. House captains and vice-captains are selected and this encourages all pupils to try their best at their work in order to gain a house point leading to the award of star or merit badges. These rewards are much coveted. However, the high pupil/adult ratio in classes means that some pupils can become over-reliant on adult help and seek it rather than trying to solve problems for themselves. There are limited opportunities for individual research, although pupils carry it out well where it is encouraged. For example, older pupils work independently and with minimal adult supervision in the ICT suite to research topics in geography and history. The school has identified that there are no formal systems for consulting with pupils about what they like or dislike about school. Plans to develop a school council are in the early stages of development.
22. Attendance is good. Rates of attendance are slightly above national averages overall, and there is very little recorded unauthorised absence. Pupils are keen to come to school, with many arriving early so that they can work alongside their parents on different activities. This enables a prompt start to be made to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is satisfactory overall with over two thirds of lessons being good or better. Most of the very good lessons take place in the reception class, with some good teaching occurring in every class. There is more good teaching than found at the time of the last inspection.
24. Teaching in the reception class is very good overall. Members of staff have a very good knowledge of the early years' curriculum and plan a wide range of interesting and well-organised activities to make learning meaningful and fun. Children enjoy lessons, concentrate very well and persevere with difficult tasks. Lessons have a very quick pace and more able children are challenged well because the teacher asks individuals questions that match their specific needs. For example, two higher attaining children were expected to write and order the numbers to fifty by counting in fives, while other children were identifying numbers up to twenty. There are strong relationships between members of staff and the children, enabling everyone to work effectively and to feel secure and happy. Basic skills in literacy, numeracy and personal, social and emotional development, are promoted very effectively. These skills are revised and reinforced throughout the day, contributing well to the very quick pace of learning.
25. Teaching in Years 1 to 6 is satisfactory overall. There are very good relationships between teachers, learning support assistants and the pupils, and behaviour is managed effectively. Self-esteem is developed successfully as a result of the mutual respect and courtesy shown.

Teaching assistants are used very effectively and provide invaluable support for lower attaining pupils and for those with special educational needs or English as an additional language. This additional support has been maintained since the last inspection and enables these pupils to learn quickly. Teachers are well organised and ensure that resources for lessons are prepared in advance, making sure that lessons start on time.

26. As at the time of the last inspection, effective use is made of the specific skills of members of staff to teach subjects such as music, physical education and religious education. In design and technology, French, ICT and music, the quality of teaching is good. In design and technology, pupils learn to evaluate effectively what they have made. In French, they develop a good interest in learning a modern foreign language. Pupils learn how to use ICT to support learning in other subjects effectively. They develop their singing skills particularly well. Particularly good use is made of ICT in Years 5 and 6 to support pupils' learning.
27. The teaching of numeracy is satisfactory. Whilst the teaching of most aspects of literacy is also satisfactory, there is insufficient guidance on writing skills and not enough opportunities to write at length in English or in other subjects. These were also areas for development at the time of the last inspection.
28. Whilst all lessons are satisfactory, teachers do not always provide sufficient challenge for the older and more able pupils in their mixed age classes. This is particularly evident in pupils' written work where teachers' expectations are often too low. In addition, the pace of some discussions is too slow, limiting time available for pupils to carry out other activities in sufficient depth.
29. Teachers regularly mark pupils' work. Learning objectives identifying what is being taught in a lesson are written on the board and teachers usually talk about these at the start of the lesson. However, learning objectives are not recorded in books and teachers rarely refer to them when marking pupils' work. These aspects of teaching were also comparative weaknesses at the time of the last inspection.
30. Some parents in the pre-inspection questionnaire felt that there was too much homework. Inspection findings are that a good quantity of homework supports pupils' learning well. Nevertheless, most parents are happy with the quality of teaching and believe that pupils are expected to work hard.

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

31. The range of learning opportunities provided is good overall and the curriculum meets statutory requirements, including the provision for religious education. The curriculum is broad and balanced with suitable allocations of time for each subject. There are satisfactory schemes of work for all subjects. However, as at the time of the last inspection, insufficient use is made of information on pupils' progress. Teachers plan lessons using topics taken from the schemes of work for both year groups in their classes. This means that at times work is insufficiently challenging for the older and more able pupils in the class, particularly in the quality and quantity of recorded work.
32. The provision for outdoor work in the reception year has been significantly improved since the last inspection and the curriculum for these children is now very good. Children experience a wide range of interesting activities and develop very good personal and social skills.
33. The school's strategy for teaching numeracy is satisfactory. However, the strategy for literacy provides insufficient opportunities for pupils to develop writing skills effectively. There are too few opportunities for developing writing skills in English lessons and in other subjects such as history, geography, science and religious education.
34. The provision for pupils with special educational needs is good throughout the school and pupils

with learning difficulties are given equal access to all parts of school life. Teaching assistants are successful in helping these pupils during lessons. The quality of individual education plans is variable, with some including targets that are not easily measured for success. Pupils with English as an additional language are given effective support in lessons and from regular visits by a specialist teacher. Parents are pleased with the way pupils with special educational needs are integrated into school life.

35. Year 1 pupils in the reception class have a slightly shorter school day than pupils in the Year 1 and 2 class. However, inspection findings are that the good provision made for these pupils outweighs the disadvantage of the time loss.
36. As at the time of the last inspection, links with the local community are good and visits and visitors make a significant contribution to pupils' learning. For example, pupils in Years 5 and 6 learn a wide range of physical skills during a residential visit. Most parents are happy with the school's provision for activities outside lessons and praise members of staff for their hard work and dedication. The school provides a good range of activities for its size. Significant numbers of pupils attend clubs for gymnastics and other sports, art, drama, gardening and music. Pupils use the skills they have learnt when taking part in various competitions and are particularly successful in gaining medals in gymnastics. Parents are very appreciative of the 'early learning sessions' when parents are welcome to come to school early and work alongside their children on specific activities.
37. The school's links with other schools are good. Older pupils often attend workshops for art and design, design and technology, and ICT at the local secondary school. For example, pupils made interesting 'Greek urns' using paint and papier-mache as part of a history topic. A local school with 'beacon status' helps to provide additional support for higher attaining pupils in Years 5 and 6 for a literacy session each week.
38. The provision for pupils' personal development including spiritual, moral, social and cultural development is good overall, with the provision for moral and social development being particular strengths. This aspect of the curriculum was also well catered for at the time of the last inspection and parents report that they are pleased with the attitudes and values promoted by the school.
39. Carefully planned assemblies make a good contribution towards pupils' good relationships with each other and members of staff. Topics such as '*resolving difficulties with friends*' and '*tolerance*' have a good impact on pupils' attitudes towards each other. Personal, social and health education lessons provide effective opportunities for pupils to consider issues such as '*feeling lonely*' and '*how to deal with worries*'. There is a good programme for teaching pupils about personal, social and health education, including sex education and the dangers of drug misuse. Members of staff are good role models and set clear expectations for how pupils are to behave. Procedures for managing pupils' behaviour are very successful and pupils are kind and considerate. The inclusive nature of the school means that pupils learn to appreciate the differing needs of individuals.
40. There are good opportunities for pupils to take responsibility for a wide range of tasks around the school such as being monitors and helping to lead assemblies. Pupils share their ideas and views during lessons. The school has identified the need to improve the opportunities for pupils to share their opinions in a more formal way such as in a school's council.
41. The provision for cultural and for spiritual development is satisfactory. There are some opportunities for pupils to appreciate other cultures in stories selected for literacy and religious education lessons. However, pupils' knowledge is sometimes rather superficial when the topic has been covered in insufficient depth. Nevertheless, parents are happy with the opportunities their children are given to learn about other faiths and countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a safe and caring environment where all pupils receive good pastoral care. The school values all pupils whatever their background and gives them good levels of individual support. Good procedures are in place for ensuring pupils' welfare, and the high level of care that the school gives the pupils helps them to feel very happy and develop good levels of self-esteem.
43. There are effective procedures in place for child protection. The headteacher has charge of this important role. She is well qualified and is fully aware of child protection procedures. The school has appropriately trained first aiders. Good procedures are in place for dealing with minor injuries. Appropriate testing of fire-fighting and electrical equipment has been done. Fire drills are regularly carried out.
44. The procedures for monitoring and improving attendance are very good. A computer-based system allows class teachers to quickly know attendance details for their class. Parents are expected to contact the school when their children are absent. They respond very well to this requirement.
45. All pupils with special educational needs receive good support. Appropriate contact is maintained with a good range of support agencies to ensure that all pupils receive the additional support that they need.
46. The procedures for monitoring and promoting good behaviour are effective. The school gives good moral training and this is underlined in classes and assemblies. The behaviour policy and number of adults in the school, coupled with the high profile of the headteacher, allow for good monitoring and supervision. Teachers at the school are good role models. They have good relationships with the pupils, which raise pupils' understanding of what is expected. Very young children are settled into school life well and pupils of all ages play and work well together. They know that unacceptable behaviour will not be tolerated. The pupils know each other well and are very supportive towards each other. As a consequence, behaviour is very good and there were no incidents of oppressive behaviour seen during the inspection.
47. The procedures for monitoring and supporting pupils' personal development are good. Teachers know the pupils very well. There is an effective personal and social education programme, with good opportunities for discussion between pupils and adults. The high number of adults in the school means that support is always available if it is needed and inspection findings confirm that parents are right to feel pleased about the high levels of care shown for their children.
48. Assessment procedures are satisfactory overall. The school makes effective use of National Curriculum tests and other assessments to measure progress through the school. The headteacher has developed appropriate tracking procedures to show individual progress from year to year. This provides detailed information, although it has not been in place long enough to be useful in identifying trends or strengths or weaknesses in the attainment and progress of different groups of pupils.
49. At the end of each academic year, teachers record overall attainment in all subjects of the National Curriculum and they use their knowledge of each pupil to write annual reports for parents. However, at the moment insufficient use is being made of assessment information in Years 1 to 6 to ensure that planned work meets the needs of all pupils. Although teachers know the pupils well and have identified the potentially higher attaining pupils, there is little evidence of their needs being fully met in class. This weakness of provision throughout Years 1 to 6 is not evident in the reception/Year 1 class where there are greater levels of challenge for more able pupils and greater use is made of assessment data to help decide what needs to be taught next.

HOW WELL DOES THE SCHOOL SCHOOL IN PARTNERSHIP WITH PARENTS?

50. There are good links with parents, who are very supportive of the school's work. They believe that their children are very happy and are given very good pastoral care. The school values the strong link with parents and works hard to involve them in all aspects of their children's education.
51. An especially good feature of the school's work with parents is the pre-school session each morning, which allows parents to work alongside their child on a variety of tasks. These sessions involve a great deal of extra work for teachers but they are greatly appreciated by parents. Activities are well planned and are purposeful and interesting. They mean that parents can see what their children are learning and can talk to the teacher if they need to. Parents report that they find this session particularly valuable.
52. The school sends regular newsletters and keeps parents well informed about the topics to be taught to their children in the term ahead. Parent/teacher consultation evenings to discuss their children's progress at school are well attended. Parents report that they find teachers very approachable and they are readily available to discuss concerns or problems at the start or end of each day. Pupils' annual reports are clear about children's achievements and, where required, they set appropriate targets for improvement.
53. A good number of parents regularly help in classes. Their positive assistance contributes well to pupils' experiences. Parents are involved as volunteers in many ways, for example helping with art, science, cooking and reading, as well as with after-school clubs.
54. A very active Friends' Association has given very good support to the school and assists in many ways by organising social and fundraising events. This enthusiastic support has been much valued by the school and has had a good impact on its effectiveness. For example, they have recently contributed to the development of a 'Trim Trail' in the school grounds. This has significantly improved the play provision for all pupils.
55. Parents raised only two significant concerns in pre-inspection questionnaires or meetings. Some parents are not happy with the amount of homework that is set and they feel that they would like more information about their children's progress. Inspection findings do not support either of these concerns. Homework provision is good. It meets government guidelines and is helpful in extending learning that takes place in the class. The inspection team finds that parents are given a good range of information about their children's progress, although reports do not include details of test results other than those for the end of Year 2 or Year 6. A few parents would like to know the results of tests for other year groups, but this is not normal practice in most schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is well led and managed by the headteacher. This has ensured that the good rate of improvement found at the time of the last inspection has been maintained. There is a clear educational direction to the work of the school and there continues to be strong commitment to school improvement. The headteacher has established very good relationships with parents and the local community and is well supported by hard working and conscientious members of staff. Changes in the school's work have been handled sensitively by the headteacher. This has helped to establish a strong sense of teamwork between staff and parents, meaning that the school is well placed to improve further.
57. Monitoring of the school's work by the headteacher and subject co-ordinators continues to be helpful in identifying strengths and weaknesses in the school's provision. The headteacher has a sound understanding of the school's overall effectiveness. The literacy and numeracy co-ordinators carry out detailed analysis of test papers to identify where pupils are achieving well or where improvement is needed. This has helped them to identify issues such as weaknesses in problem solving in mathematics, which have now been successfully addressed. In other subjects, co-ordinators complete useful, but fairly brief, curriculum audits that also identify key areas for improvement.

58. There are some important weaknesses in monitoring, which reduce the effectiveness of procedures, though they are satisfactory overall. The teaching commitment of the headteacher means that many monitoring procedures are informal, and some monitoring of teaching, especially by subject co-ordinators, lacks rigour. This means that it is not always helpful in identifying areas for improvement. The analysis of test data is not yet fully developed, and the headteacher has relied to a large extent on valuable support that has been given by the local authority to help with this aspect of her work. At the moment, the school's procedures for monitoring are not systematic enough and they lack rigour. This is an important area for improvement in the overall management of the school because it means that although school development is carefully planned, measurable targets for improving attainment are not being set. The school improvement plan sets a clear and appropriate agenda for improvement, but does not clearly identify how achievement is to be measured.
59. The work of the governors continues to improve and they ensure that statutory requirements are fully met. Governors are supportive of the school's work and are committed to developing the school further. Individual governors make a valuable contribution to school life in very practical ways. For example, governors take first aid classes and organise cycling proficiency lessons. There are several committees that meet regularly and perform useful roles. However, governors have too little involvement in developing the school improvement plan and are over-reliant on information from the headteacher to help them evaluate how effective the school is. Nevertheless, there are some good features of the governors' monitoring. For example, individual governors take on responsibility for looking at different curriculum areas. These governors have talked to subject co-ordinators and observed practice in their subject in different classes in the school. This has helped them to develop a better understanding of the curriculum.
60. Governors have been especially successful in ensuring an improvement in accommodation since the last inspection. As a result, accommodation is now good overall. New building projects have been successfully funded and the overall fabric of the school has improved significantly. These developments have had a good impact on school effectiveness, for example by providing a very good outside work area for children in the reception year.
61. The day-to-day management of finances by the headteacher, governing body and school secretary is good. Financial planning is very thorough, with spending clearly targeted on raising standards. The school no longer has a deficit in its budget and is now working with a realistic level of contingency funding. However, the school development plan includes little detail of how improvements are to be funded.
62. The school actively seeks additional funding from wherever it may be available and uses it appropriately so that it has a positive impact on learning. A good example of this is the effective use of funding from a local 'beacon school' to provide some additional support for more able pupils in Years 5 and 6. The school applies the principles of 'best value' well to its work, for example by ensuring that competitive bids are sought for all large purchases and by considering the impact of its spending. For example, governors carefully considered the value for money provided by the school library bus, to see whether it would be more cost effective to use the money saved by not buying into the service to purchase more books for the school library. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for the new 'Trim Trail' in the school grounds.
63. Staffing levels are satisfactory. There is a settled teaching staff, although the headteacher teaches for 3 days out of each week, which means that the time available for routine management tasks is limited. Teaching assistants make a very good contribution to pupils' learning, particularly when working with less able pupils or those with special educational needs.
64. Resources are satisfactory overall. There have been good improvements in resources for information and communication technology since the last inspection and these are now good.

English resources have also been improved, especially in the range and quality of books available to pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To improve the school further the governors, headteacher and staff should:

- ◆ Raise pupils' attainment in writing by ensuring that:
 - a consistent policy for handwriting is implemented through the school;
 - opportunities for extended writing are identified in the planning of other subjects;
 - pupils are given more responsibility for proof-reading and improving their own work.

(Paragraphs 1, 5, 10, 27, 89, 90, 94)

- ◆ Provide greater levels of challenge for older and more able pupils in Years 1 to 6 by:
 - making better use of assessment information to guide planning of teaching and tasks;
 - raising teachers' expectations of what pupils in these year groups should achieve in lessons.

(Paragraphs 7, 8, 28, 49, 101, 105, 106, 118, 136, 140, 143)

66. In addition, the following areas for improvement should be considered for inclusion in the action plan:

- Introduce more rigorous systems for monitoring the effectiveness of the school. (Paragraphs 58, 100, 122, 132)
- Ensure that governors are involved at an earlier stage in drawing up the school improvement plan. (Paragraph 59)
- Improve the quality of teachers' marking so that it refers to what has been taught in lessons and helps pupils understand how they can make their work better. (Paragraphs 29, 98, 112, 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	13	0	0	0
Percentage	0	18	44	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	107
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	4
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	85 (92)	85 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	85 (100)	100 (100)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	8	4	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	50 (92)	58 (83)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	42 (58)	58 (83)	58 (92)
	National	73 (72)	74 (74)	82 (82)

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

Test results have not been broken down by gender because of the small number of pupils taking the tests.

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	107	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	0	0	0
Mixed – any other mixed background	0	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)	4.4
Number of pupils per qualified teacher	24.5
Average class size	27

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	232330
Total expenditure	233920
Expenditure per pupil	2165
Balance brought forward from previous year	8550
Balance carried forward to next year	6960

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	0	0	7
My child is making good progress in school.	59	38	3	0	0
Behaviour in the school is good.	38	52	3	0	7
My child gets the right amount of work to do at home.	48	35	11	3	3
The teaching is good.	62	35	0	0	3
I am kept well informed about how my child is getting on.	55	31	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	38	3	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	52	35	13	0	0
The school is well led and managed.	55	38	6	0	0
The school is helping my child become mature and responsible.	59	38	3	0	0
The school provides an interesting range of activities outside lessons.	35	55	0	3	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children in the reception year (the Foundation Stage of their education) are taught in a mixed reception/Year 1 class. Provision for these children is very good and is a significant strength of the school's work. The very good teaching seen during the inspection has a very positive impact on children's learning. As a result, children make very good progress. This is an improvement from the good progress found at the time of the last inspection.
68. Children's attainment on starting school in the reception year varies from year to year but it is broadly average overall. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve very good standards in their first year in school, and most are on target to exceed expectations for their age in all areas of learning. Standards are very good in communication, language and literacy, mathematical development and personal, social and emotional development with children showing very good levels of independence, confidence, co-operation and perseverance.
69. The curriculum for children in the reception class is very good. It is very carefully planned and takes full account of the needs of all children. The teacher works hard to ensure children have access to the full range of the Foundation Stage curriculum even though there are two age groups in the class. Planning is based on the recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A very good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. In the mornings, children work for most of the time on literacy and numeracy activities. In the afternoon, they work on a range of activities covering all areas of the curriculum. These sessions are very well planned, and help children to develop a range of skills.
70. Good use is made of the outdoor area, which has been developed since the last inspection and children are given numerous opportunities to show independence in their learning. Children with special educational needs are well supported by the teacher and teaching assistants and are able to make good progress, particularly in the area of social development.
71. Assessment of children's attainment and progress is good. Assessments are made when children start school, and this information is used effectively to identify what individuals need to learn next. The teacher keeps detailed records of children's progress, and uses this information very effectively in order to ensure that activities build on children's previous learning.
72. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

73. Children make very good progress in this area of learning because of the very good level of support that they are given. Teaching is very effective because members of staff have high expectations about how children should work and the levels of independence that they should show. Children are not '*spoon fed*'. They are expected to think for themselves and to work without adult support when necessary.
74. The teacher and teaching assistants are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Good use is made of praise to develop self-esteem and children are successfully encouraged to become independent, relate well to each other and behave sensibly. Times when children talk together are used effectively to encourage them to think about things that affect them and the needs of others.

75. Children's levels of independence in the reception year are good. They are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other, and develop a good understanding of the difference between right and wrong. Children are often expected to get resources out without adult help and they generally help to tidy up at the end of lessons. Throughout all areas of the curriculum, the teacher and teaching assistants ensure that children are encouraged to become independent, to relate well to each other and to behave sensibly. As a result, children become confident and secure individuals.
76. Children with special educational needs are fully involved in all activities and quickly improve their confidence and their social skills.

Communication, language and literacy

77. There is a very strong emphasis on developing children's language skills in all activities, which helps children to make very good progress in this area of learning. Speaking and listening skills are well taught. Children are given many opportunities to take part in discussions and talk about what they are doing, so that they become confident in talking to large or small groups as well as to individuals. The talking sessions at the start of each week are especially well organised, with children put into small groups to talk to an adult. This means that, without time being wasted, all children get a chance to talk to each other about what they have been doing at the weekend.
78. Reading skills are taught very effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for children of different ability. Children are given good opportunities to read to an adult in a small group. This helps members of staff to meet individual needs well. A good range of strategies is used to teach children letter sounds. There is a very strong emphasis on learning being fun. For example, children use a commercial scheme to match letter names and sounds to different characters. This is very effective, with children showing high levels of motivation and already being able to use their knowledge of letter sounds to make words. Stories are read well by the teacher and children listen attentively. They are developing a good knowledge of different story conventions being, for example, able to distinguish between traditional and modern stories. When listening to a story, the children respond appropriately, joining in with the teacher when they recognise the text. Most children are beginning to read simple texts and can talk accurately about the events in the story. All children can read the 'reception year key words' identified in the literacy strategy.
79. Children develop a positive attitude towards writing and are given many opportunities to improve their skills. Letter formation is carefully linked to work on the sounds that letters make so that the two are closely linked in the children's mind. Children write confidently for a range of purposes, with many already using capital letters and full stops in their sentences. Children are successfully encouraged to write for a range of purposes. Supplies of paper, pens and pencils are always available, and children readily use them. As a result, they become confident writers. They are very enthusiastic and are always willing to record their ideas on paper, often using recognisable words or letters.
80. Homework makes a good contribution to children's learning, especially in the development of reading skills.

Mathematical development

81. Children make very good progress in developing mathematical skills. Most children recognise numbers to at least ten, with a large number of higher attaining children recognising higher numbers. Children join in enthusiastically with various number rhymes and know the name of various 2-D and 3-D shapes. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.

82. The good teaching of the subject ensures that all children are well motivated and interested. The teacher plans exciting and stimulating activities, and encourages children to think of themselves as mathematicians. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. Careful planning means that the needs of all children are met because work is well matched to individual needs. Members of staff make good use of questioning to make sure that everyone has understood what has been taught. This means that the next lesson can be planned on the basis of what children need to learn next. There is a good level of challenge for higher attaining children, some of whom are already working at Level 1 of the National Curriculum and are learning, for example how to record simple addition sums.

Knowledge and understanding of the world

83. Children make good progress in this area of learning, developing a good range of skills and knowledge. Children understand that not everywhere is the same and they describe through drawings some of the features of their village. They understand that things change over time, can talk about recent past events in their own lives and know how '*mummies and daddies look after babies*'. Children show good skills when using the computer. They confidently use the keyboard and 'mouse' to write out words, make pictures or play games.
84. The quality of teaching is very good. Activities are carefully planned, and the practical focus in work means that learning is made purposeful and fun. Children are encouraged to explore new ideas for themselves and to explain to the teacher what they have found out. This was seen to good effect in an activity where children explored floating and sinking. The teacher had set up a wet area with a variety of materials and children were encouraged to sort the materials according to whether they floated or sank. The teacher successfully encouraged children to predict what they expected to find and most did this with accuracy. By the end of the lesson, children working on this activity were able to explain that they thought that '*things made out of wood floated but heavy things like metal did not*'.

Physical development

85. Opportunities for children to work outside have improved since the last inspection. With the financial support of parents and the hard work of the governing body, an exciting outdoor play area has been developed and this now provides an attractive working area for children. It has had a good impact on standards and is used to good effect to develop a range of physical skills. Children are able to climb and balance and learn how to ride various wheeled vehicles safely. A garden area is used for children to dig and play, and balls are available if anyone wants to throw or catch. Large chalks are successfully used by the children to draw pictures, to practise letter formation and to improve their hand-eye co-ordination.
86. Children's learning in this area is also enhanced by regularly timetabled physical education lessons. In these lessons, the quality of teaching is very good. In the examples seen during the inspection, children showed good dancing skills and responded well to the stimuli provided by a taped radio programme. Activities are pitched at the right level for the ability of the children. Children find space well and make some imaginative movements to represent different parts of the story that they are listening to. They listen carefully to instructions and move around the hall sensibly, with the teacher or teaching assistant giving good support to individual children. This helps to ensure that the needs of all children, including those who have special educational needs, are fully met.

Creative development

87. The quality of teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning. Children draw and paint confidently, with increasing control of a range of tools, for example when using materials to make pictures of winter scenes or when making models of 3-D robots. Teachers successfully encourage children to work independently, although there are occasions

when children draw around templates rather than having a go at something by themselves. Nevertheless, when making Valentine cards children confidently decide for themselves which materials they want to use to decorate the card, producing a good quality finished product.

88. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly. They identify high and low notes when listening to different musical instruments. The teacher makes learning fun, for example encouraging children to make use of their hands to show when they can hear a high or a low note. This helps to involve the children in their activity and in this lesson ensured that they stayed on task despite it being the end of the day.

ENGLISH

89. Pupils' attainment and progress in English are satisfactory overall throughout the school. Their attainment is in line with national expectations in speaking, and their listening skills are above national expectations. At the end of Year 2 and Year 6, pupils' attainment is in line with the national averages in reading but below the national averages in writing. Standards of attainment are similar to those found at the time of the last inspection, with improvements evident in pupils' reading skills.
90. National Curriculum test results at the end of Year 2 and Year 6 vary from year to year depending on the number of pupils with special educational needs in each year group. In 2002, pupils in Year 2 were in line with the national averages in reading and writing. However, in 2001 and 2002 whilst most pupils attained the expected Level 2, no pupils attained the higher Level 3 in writing, making them well below average when compared with similar schools.
91. In the National Curriculum tests at the end of Year 6 in 2002, attainment was well below average when compared with all schools and in the bottom five per cent when compared with similar schools. However, this year group had twice as many boys as girls and a high number of pupils with special educational needs. Test information shows that these pupils had made satisfactory progress overall since taking their tests at the end of Year 2 and the number of pupils attaining the higher Level 5 was in line with the national average. The trend in tests over the last three years shows attainment to be average. Pupils with special educational needs or with English as an additional language are supported effectively and make good progress in developing literacy skills.
92. Pupils are particularly good at listening to stories read by the teachers. However, they are less attentive when teachers are explaining the sounds groups of letters make. Higher attaining pupils in Years 5 and 6 were enthusiastic about improving sentences, when discussing as a class how to write formal letters. For example, a zoo cage described as being '*stinky*' was formalised into '*I was very disappointed with the very poor conditions in the cage*'. Pupils in Years 1 and 2 enjoy discussing pictures in a book and make pertinent comments about what they have observed as the story is read. For example, one pupil said '*You would think Handa would notice that the basket is getting lighter*', when animals removed fruit from her basket in the story. In Years 3 and 4, pupils provide some good questions and answers about characters in 'Cinderella' when carrying out an impromptu role-play exercise.
93. Pupils' reading skills have improved since the last inspection and they now show greater understanding of what they have read. Teachers are skilled at asking probing questions to encourage pupils to discuss the text. Pupils in Year 2 are confident, fluent readers who use good expression when reading aloud. However, occasionally pupils do not correct errors that do not make sense, which they should have noticed if they had read their work through more carefully. Lower attaining pupils are beginning to use their knowledge of the sounds different groups of letters make when tackling unfamiliar words. Whilst higher attaining pupils can talk about their favourite books, lower attaining pupils do not choose their own books and cannot state any preferences. In Year 6, higher attaining pupils have developed a love of books and all pupils know how to use the school library. However, average and lower attaining pupils can be rather hesitant when reading aloud, stumbling over unfamiliar words. Nevertheless, pupils talk about characters and events in the books they have read and make sensible predictions about

what might happen next in the stories.

94. All aspects of pupils' writing are weak, for example their spelling, punctuation, handwriting and the use of adventurous vocabulary. The younger pupils in each mixed age class tend to show better writing skills as they often produce similar work to the older pupils. Whilst most pupils are successful in learning spellings for tests, they do not always use this knowledge in their every-day writing. Pupils' written work is better when the task is relevant. For example, their written evaluations in preparation for an oral presentation to the class in a design and technology lesson were good. Pupils are given insufficient opportunity and guidance in editing and improving their own writing and members of staff often provide spellings rather than expecting pupils to look them up for themselves. In the good lesson observed, the teacher provided effective guidance and critical support in developing poems about the World War 2. Pupils were inspired to complete the task in their own time, presenting work to a high standard using ICT skills effectively. They used some powerful language, such as *'trudging in the gloom'*, making these poems interesting to an audience. Such good quality work is rarely evident in pupils' writing books.
95. The targets set for test results in English are realistic as a whole, although standards in writing are significantly lower than in reading. Individual targets for all pupils, including those with special educational needs, are often too generalised and this makes it difficult for progress to be measured.
96. The quality of teaching is satisfactory overall, with an example of good teaching when the English co-ordinator took a group of higher attaining pupils in Years 5 and 6. Teachers share the purpose of the lesson with pupils at the start of the lesson, explain tasks clearly and ensure that resources are prepared well. They have high expectations for behaviour and good relationships with the class, helping pupils to respond well by listening carefully. The teachers are particularly skilled in reading stories and these are greatly enjoyed by pupils and adults alike and have a good impact on pupils' use of expression when they themselves read aloud.
97. Teaching assistants make a very good contribution to lessons, supporting lower attaining pupils very effectively. However, teachers do not make best use of the time spent teaching letter sounds to discuss specific spelling strategies, and this part of lessons lacks pace. In addition, teachers miss opportunities to demonstrate the value of writing by making lists or notes during lessons or by providing purposeful opportunities for pupils to write for a real audience. Too many writing tasks are in the form of exercises rather than real writing.
98. Teachers mark pupils' work regularly and often include helpful guidance on how pupils could improve their work, although this practice is not yet consistent in every lesson. Teachers provide a good quantity of homework and parents support their children effectively at home.
99. Throughout the school, pupils show good attitudes towards learning in lessons, with greater interest being shown during reading activities. A number of writing tasks lack purpose and this means that pupils are careless and do not take pride in the finished work.
100. The subject co-ordinator has been in post for four years and has good subject knowledge and a good understanding of weaknesses in attainment, based on a careful analysis of test data and other assessment information. The school received additional support from the local education authority in response to weaknesses in the subject identified at the time of the last inspection and is monitoring the progress of individual pupils more carefully. However, the monitoring of teaching and learning is insufficiently rigorous and means that weaknesses are not identified or strengths shared.
101. The curriculum for English and the school's literacy strategy have weaknesses in the provision for writing. Whilst lesson plans show differing expectations for groups of pupils, these are insufficiently challenging, particularly for the potentially higher attaining, older pupils. There are insufficient opportunities for pupils to develop their writing skills in subjects such as geography, history and religious education. Effective use is made of stories from around the world and

these make a good contribution towards pupils' cultural development. For example, in one lesson in Years 1 and 2, the teacher encouraged pupils to discuss the similarities and differences between Chinese and African settings.

102. The school has good resources for the subject, with a number of good quality books having been purchased since the last inspection. An appropriate library area has been established in a corner of the hall. There are good opportunities for pupils to use their ICT skills to support learning.

MATHEMATICS

103. Pupils' attainment is in line with national averages at the end of Year 2 and Year 6. Standards change from year to year due to the small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject as they can vary significantly from year to year. Nevertheless, inspection findings and end of key stage test results confirm that pupils make satisfactory progress over time throughout the school. The rates at which pupils acquire new skills are broadly similar to those found at the time of the last inspection, although test results were higher at that time in both Year 2 and Year 6.
104. In 2002, test results at the end of Year 2 were broadly average when compared with all schools, but were below average when compared with similar schools. Although all pupils achieved the expected Level 2, the number of pupils achieving the higher Level 3 was below average when compared with all schools and well below average when compared with similar schools. The level of challenge for more able pupils could be developed further in the current Year 2, with pupils not always given work which extends their learning sufficiently.
105. A similar lack of challenge for more able pupils has an adverse effect on test results at the end of Year 6 as well, with few pupils achieving the higher Level 5. In 2002, test results were well below average when compared with all schools and with similar schools. However, this year group had a higher than normal number of pupils identified as having special educational needs as well as a significantly greater number of boys than girls. A comparison of test results for these pupils at the end of Year 2 and the end of Year 6 shows that, although standards were low in 2002, these pupils had made satisfactory progress from Year 2 to Year 6.
106. The school has set challenging targets for pupils' attainment in National Curriculum tests at the end of Year 6 in 2003. However, although a high percentage of pupils have been identified as potentially achieving Level 5, or even Level 6, there is little evidence of pupils working at these levels of attainment in class. Pupils are taught in mixed age and ability classes but often complete the same or similar piece of work, whatever their age or prior attainment. This is an important weakness in teaching and it means that the needs of differing pupils are not always met although they are given some additional support in literacy as part of a withdrawal group. Nevertheless in lessons, there is often insufficient challenge for more able pupils as well as for older pupils of average ability. This has a negative impact on their overall progress.
107. Strengths in attainment throughout the school are the pupils' ability to carry out calculations in their head. This aspect of the numeracy strategy has been taught well and has had a good impact on standards. In Year 2, pupils confidently work out addition and subtraction sums in their head, counting forwards or backwards as necessary. By Year 6, pupils work mentally with bigger numbers, quickly solving calculations that involve multiplication and division as well as addition and subtraction. Pupils are confident about applying these skills to simple written problems. However, they are less assured when presented with more complicated problems. For example, many pupils in Year 6 find it difficult to solve problems where they are required to identify what sort of calculation is needed, especially when more than one calculation is involved. This weakness is likely to have an adverse effect on test results and has been identified by the Year 6 teachers as an area that requires considerable improvement.
108. There are also weaknesses in the pupils' knowledge of their times tables and in how they

present their work. Although pupils work hard in lessons, they do not yet take enough care over how they present their work. Teachers' expectations are not high enough in this aspect of provision and this leads to pupils making careless errors in their calculations.

109. The quality of teaching is satisfactory. Lesson planning is thorough and there is a good balance between practical and written work. Teachers provide fun activities and give clear explanations to aid pupils' understanding, although on occasions teachers can talk for too long, limiting the amount of time available for other work. Teachers are enthusiastic and use praise successfully. As a result, most pupils behave well, are attentive and keen to learn. For example, nearly all pupils in Years 5 and 6 want to volunteer answers during the mental mathematics session at the start of the lesson. Pupils in Years 3 and 4 are confident when explaining to the rest of the class the methods of calculation they have used. Discussions at the ends of lessons are often used appropriately to reinforce what pupils have learnt. In one lesson, the teacher in Years 1 and 2 used this time successfully to assess what pupils had learnt about 3-D shapes.
110. Teachers prepare well, which means that little time is wasted finding resources in lessons. Homework makes a good contribution to children's learning, especially in the development of number skills. Teachers have good relationships with the pupils and explain clearly the expectations for each lesson. Learning objectives, identifying what is to be taught in a lesson, are written on the board and teachers usually talk about these at the start of the lesson. However, learning objectives are not recorded in books and teachers rarely refer to them when marking pupils' work.
111. Throughout the school, teaching assistants work effectively with pupils, especially those identified as having special educational needs. Teaching assistants have a clear understanding of their role and give good levels of support when working with a group of pupils. Teachers are careful to involve pupils with special educational needs in whole class question and answer sessions. The good level of support they are given enables them to be confident and successful.
112. Work is regularly marked, and this is most effective where teachers add written comments to identify how pupils could improve. This practice is not yet consistent across the school. Teachers set targets for individual pupils, and share them with the pupils. This is good practice and helps to involve pupils more in their own learning.
113. The mathematics curriculum is broad and balanced. The numeracy strategy is firmly embedded in school practice and is having a good impact on raising standards. A commercial scheme is used to good effect to support teachers when they are planning work.
114. There are satisfactory procedures for monitoring pupils' attainment, with assessments showing pupils' progress at each stage of the numeracy strategy. The school makes effective use of National Curriculum and other tests to measure progress throughout the school and from year to year.
115. Management of the subject is good. The subject co-ordinator is taking a leading role in ensuring improvement and is fully involved in monitoring standards and setting priorities for improvement. Particularly noteworthy are the detailed analyses of test papers, which are used to identify areas of the curriculum that need development. This strategy has been effective in identifying strengths and weaknesses and is a key factor in recent improvements in areas such as mental mathematics and problem solving.

SCIENCE

116. Pupils' attainment is in line with the national averages at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress overall. Attainment and progress have remained broadly the same as at the time of the last inspection.

117. In the National Curriculum assessments at the end of Year 2 in 2002, pupils were in line with the national average at the expected Level 2. However, the number of pupils achieving the higher Level 3 was well below average. At the end of Year 6, attainment was below the national average at the expected Level 4 and the higher Level 5. However, test results have been consistently rising and test data shows that pupils have made good progress since the tests they took at the end of Year 2.
118. Inspection findings show that there is not always sufficient challenge in lessons, especially in recorded work. Pupils often complete the same piece of written work, rather than recording findings in different ways according to their level of attainment. Despite pupils' having some good subject knowledge and being able to state logical reasons for their findings during whole class investigations, their written work is of a lower standard than it should be.
119. The difference in attainment between higher and lower attaining pupils is more evident during practical work, where teaching assistants provide valuable support for lower attaining pupils and higher attaining pupils are asked more challenging questions. For example, in one good lesson, higher attaining Year 2 pupils demonstrated a good knowledge of different materials and their uses by explaining how plastic coating on electrical wires makes them safer to handle and why an electric circuit does not work with a switch made out of wood. Pupils in Years 3 and 4 are developing a good understanding of the need for fair testing and make some careful observations. For example, one pupil noticed that the snail's shell coiled to the left. However, they are not good at using scientific terms to describe what they have observed. Pupils in Years 5 and 6 make sensible predictions based on what they have already learnt.
120. The quality of teaching is satisfactory overall, with examples of good teaching during some scientific investigations. Teachers prepare well for lessons, explain tasks clearly and are good at asking questions to encourage pupils to think about the findings from investigations. Purposeful and practical activities are greatly enjoyed by the pupils and help them apply their knowledge to every day situations. For example, in one good lesson in Years 3 and 4, pupils tested the suitability of a range of floor coverings for use in a kitchen, and pupils in Years 5 and 6 talked about the condensation forming on the windows in the classroom. However, a weakness is the lack of opportunities for pupils to devise their own investigations and ways of recording their findings. Teachers provide too much direction in lessons, stifling pupils' own ideas, and use too many worksheets limiting progress in writing and other forms of presentation.
121. Pupils enjoy science lessons and are particularly keen to take part in practical activities. They enjoy asking questions about what they have observed. However, their interest is not sustained when they are asked to record their findings. Whilst there are some helpful comments written by teachers on pupils' work, these are not followed up to improve work next time.
122. The subject co-ordinator has a clear vision for the subject. She is aware of the need to provide greater challenge for more able pupils and that greater emphasis on developing pupils' recording skills is needed to balance the increase in time spent on practical work. Monitoring of teaching and learning is supportive rather than rigorous. There are good procedures for collecting information on pupils' progress. This information is not used effectively to plan more difficult work for older and higher attaining pupils.
123. The curriculum is satisfactory overall, with an improvement in the provision for practical work since the last inspection. Whilst the scheme of work provides helpful support with teachers' lesson planning, similar tasks are often planned for pupils of different ages and abilities and this means that at times there is insufficient challenge for the older and more able pupils. There are some good opportunities for pupils to extend their numeracy skills by taking measurements and extracting information from graphs. For example, pupils in Years 5 and 6 read thermometers when investigating the change of temperature when ice was added to water. However, there are too few opportunities for pupils to write about their knowledge and observations in their own words.
124. Effective use is made of visits and visitors to add interest to the subject. For example, a food

hygiene officer and a doctor talked to the pupils about microbes and the importance of maintaining clean conditions. Resources for the subject have been improved and are now good. ICT is used effectively to support learning. For example, pupils in Year 2 used a data-handling programme to produce a graph showing the different hand spans in their class.

ART AND DESIGN

- 125. During the inspection one lesson only was on the timetable. Judgements about attainment and progress have been made by observing this lesson and by scrutinising a sample of pupils' work.
- 126. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress overall. These satisfactory standards have been maintained since the time of the last inspection. There is evidence of some good colour mixing and observational work. In Year 2, there are good examples of self-portraits made by blending pastels carefully, and in Years 5 and 6 paint is mixed accurately when copying wallpaper designs.
- 127. The quality of teaching in the one lesson observed was satisfactory. The teacher in Years 1 and 2 demonstrated weaving skills effectively and members of staff and a parental helper provided suitable individual support as pupils tried out the skills for themselves. The pupils settled to the task sensibly and selected suitable materials from a range supplied. Pupils throughout the school make good use of sketchbooks to try out ideas.
- 128. The curriculum is broad and balanced and pupils learn a range of techniques during their time at the school. Appropriate records are made of pupils' progress.
- 129. The school takes part in art activities with other schools and there is an art club. Effective use is made of ICT to make colourful pictures. For example, in Years 1 and 2 pupils made attractive geometric designs using a range of colours.

DESIGN AND TECHNOLOGY

- 130. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6, with pupils' evaluations of their work being good and a particular strength. All pupils, including those with special educational needs, make satisfactory progress overall. In Years 5 and 6, pupils design and make interesting biscuits and packaging with a good awareness of what would attract customers to a product. They write skilful evaluations of their own products, including comments such as 'too much chocolate powder made the biscuits too dark' and 'self-raising flour might have stopped them from spreading out too much'. There was no judgement made on attainment and progress in the last inspection report.
- 131. The quality of teaching in the two lessons observed was good. The teacher in Years 5 and 6 has a good knowledge of the subject and makes the subject meaningful by providing real competition for the products being designed and made. This meant that the pupils had very positive attitudes towards learning, concentrated hard on the task and produced finished work of a good standard. In the lesson for pupils in Years 1 and 2, the teacher provided clear guidance for the task, helping pupils to be confident when transferring their plans for bedrooms into models. At the end of the lesson, a good discussion about problems encountered enabled pupils to share their knowledge effectively. Pupils were able to talk about what fixings were successful for various materials and what they had done to correct errors, such as how they had fixed a door that had been accidentally removed.
- 132. The subject co-ordinator monitors attainment and progress informally and would like greater opportunity to monitor teaching and learning. The curriculum for design and technology is broad and balanced and a new scheme of work supports teachers successfully in their lesson planning. There are good opportunities for pupils to develop their literacy and numeracy skills. For example, pupils in Years 5 and 6 made up catchy slogans for their biscuits and they included intended dimensions on their plans.

133. There are satisfactory arrangements for monitoring pupils' progress. Effective use is made of visits to the local secondary school to raise standards. For example, pupils in Years 5 and 6 made very attractive masks of story characters using 'modroc' and various other materials.
134. ICT is used effectively to support learning in the subject. For example, pupils in Years 5 and 6 used computers to design and make packaging using various styles of script.

GEOGRAPHY

135. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. There was no judgement on standards in geography in the last inspection report.
136. Pupils make satisfactory progress overall. However, the needs of more able pupils are not always successfully met because they often do the same work as less able pupils. This means that the work that they are given is not always sufficiently challenging and, as a result, the achievement of these pupils is not high enough. There is little evidence of these pupils working at higher levels than other pupils in their class. In addition, pupils have little opportunity to write independently; too much work consists of copying out, completing worksheets or answering closed questions. This means that pupils have very few opportunities to apply their writing skills in geography lessons.
137. In Years 1 and 2, pupils develop a sound knowledge of the local area and they begin to understand that not all places are the same. The development of this knowledge is well supported by a study of a Scottish island, with pupils looking at the differences in facilities and landscape. Most pupils in Year 2 can identify on a map the countries that make up the United Kingdom. By the end of Year 6, pupils have a more extensive knowledge of their own and other countries. They understand some of the factors that influence the life of someone living in India and can describe the impact of climate on housing, agriculture and clothing. They describe the different sorts of land-use in their own village and compare this with land-use in a village in India. They locate mountain ranges and rivers on a map of the United Kingdom. However, there is little evidence in their workbooks of pupils developing more advanced mapping skills than this. Although older pupils do try to draw simple maps of their village, these are very basic and show a limited understanding of scale and the use of keys to show what can be found in an area.
138. The quality of teaching is satisfactory overall, although there were examples of good teaching during the week of inspection. In a good lesson in Years 1 and 2, the teacher made good use of resources and related activities closely to the pupils' own experiences. Pupils collected data on weather before using their own statistics to draw conclusions about the British climate in February. Pupils with special educational needs were well supported by the class teacher and teaching assistants, enabling them to participate fully in the activity.
139. Strengths in teaching are the use of ICT to support learning and the very good support given by teaching assistants. Both of these elements were seen to good effect in a Year 5 and 6 lesson. The lesson was well planned to encourage pupils to carry out their own research. A group of pupils used the ICT suite to find out about cholera and typhoid as part of their study of India. At the same time, a teaching assistant gave very good support to a different group of pupils who were looking at why so much effort is put into ensuring that inhabitants of India have access to clean water. In this lesson, resources were well prepared and included a short video clip about the River Ganges which pupils looked at in pairs. This helped them to develop a better understanding of why the river is so important to Indian culture. Pupils responded well to the opportunities to work independently and made some interesting discoveries, which they happily shared with the rest of the class at the end of the lesson.
140. Overall the curriculum is satisfactory. It is carefully planned to ensure full coverage of the National Curriculum using a nationally recommended scheme of work. However, teachers do not make sufficient use of their knowledge of what pupils already know when planning work. As a result, the needs of more able pupils are not always met in lessons.

141. Work in geography makes a sound contribution to pupils' cultural development by extending their knowledge of the world and its people. Pupils develop an appropriate understanding of how life differs in other parts of the world.

HISTORY

142. No history lessons were timetabled during the inspection. Inspection judgements on attainment and progress in history have been made by looking at pupils' previous work and by examining teachers' planning. These show that pupils' attainment is broadly in line with national expectations by the end of Year 2 and Year 6. There was no judgement on standards in the last inspection report. All pupils, including those with special educational needs, develop a sound factual knowledge and are beginning to carry out their own research into topics that they are studying.
143. There are important weaknesses in current provision for the subject. Pupils get few opportunities to use their literacy skills in their work, with too many written tasks involving merely copying out information, putting in missing words on a worksheet or answering closed questions. This important weakness in both teaching and the curriculum has a negative impact on standards of attainment in history, as well as affecting the development of literacy skills. In addition, pupils are taught in mixed age and ability classes but generally complete the same piece of work, whatever their age or prior attainment. This means that the needs of differing pupils are not always met. There is often insufficient challenge for more able pupils as well as for older pupils of average ability. This limits their progress.
144. Nevertheless, by the end of Year 2 and Year 6, pupils are developing a satisfactory understanding of how life has changed over time. In Years 1 and 2, pupils know about the lives of famous people, such as Florence Nightingale and Guy Fawkes, and they compare modern holidays with holidays in the 1950s. They draw simple family trees and understand some of the causes of the Fire of London. In Years 3 to 6, pupils study historical topics such as 'Ancient Egypt' and 'The Vikings' in more detail. Pupils in Years 3 and 4 accurately describe how Tutankhamen's tomb was found. They know the names of some of the various Egyptian Gods and explain why the River Nile was so important to the development of the ancient civilisation. In Years 5 and 6, pupils are able to describe key features of the Vikings' invasion of Britain. They know where the Vikings came from and how they got to Britain. They understand how the Vikings left their mark; for example explaining how some village names are derived from Viking roots.
145. There is insufficient evidence to make a judgement on the quality of teaching. A scrutiny of teachers' planning shows that planned activities are varied and purposeful, but methods of recording work are too limited. Teachers make good use of resources, including a selection of computer programmes to support learning. Visits to places further afield are carefully linked to what is being taught in lessons and successfully extend learning.
146. The curriculum is broad, balanced and carefully planned, using a nationally recommended scheme of work. Procedures for assessing pupils' attainment and progress are satisfactory. Teachers assess learning in lessons and record overall attainment at the end of each year on individual records. However, the information gained from day-to-day assessments of pupils' work is not used sufficiently to ensure that differing needs are fully met.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. At the time of the last inspection, provision for ICT was unsatisfactory. This is no longer the case. Good leadership by the subject co-ordinator and headteacher has led to a good rise in standards of pupils' attainment, which are now in line with national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, are now making good progress overall. In the last two years, the school has significantly improved resources. This has included developing a small ICT suite in the hall. Teachers are more confident about

teaching the subject, generally making good use of computers in lessons and giving pupils opportunity to practise skills before school. All of these factors have had a very positive impact on standards, especially for older pupils, where the use of computers across the curriculum is especially good for part of the week.

148. Throughout the school, pupils are becoming more confident about using their computing skills for a range of practical situations and they are improving basic skills. Most pupils now know how to log on to the computer and how to save and print work. Older pupils do this without adult support.
149. By the end of Year 2, pupils are now familiar with the layout of a keyboard and confidently type simple texts. They successfully add text to pictures and produce simple graphs and pictograms, such as those showing favourite foods in Class 2. By the end of Year 6, pupils can change font-type, colour and size of their text, and they present their work in a way that is attractive to an audience. This is seen to good effect in various pieces of pupils' work, such as their writing about the *'Holbeck Hall Disaster'*. In these, they used different colours and font styles to make their writing more exciting.
150. Pupils understand how computers can be used to present information in different ways. They successfully use clip-art to make their work interesting and are learning to use the computers to present data in a variety of forms. For example, pupils in Years 5 and 6 produce interesting graphs showing the temperature in Bombay at different times of the year, and make simple presentations that involve sound, video and text.
151. Pupils are beginning to develop a good knowledge of the many applications of ICT and they understand that it involves more than just working on the computer. Older pupils are very confident about using the internet to find information. For example, pupils in Years 5 and 6 use various search engines to find out about typhoid and cholera as part of their work on India.
152. The quality of teaching is good and specific ICT skills are taught effectively. Teachers ensure that the use of ICT is built into different curriculum areas. This is particularly successful in Years 5 and 6, where one of the two teachers is especially enthusiastic about the subject and ensures that ICT is an everyday feature of learning. This gives pupils good opportunities to practise new skills and helps to reinforce learning. Pupils were observed developing their skills in a range of subjects, including literacy, numeracy and geography.
153. Teaching assistants give good support in the development of skills. They work conscientiously with pupils, often teaching small groups whilst the rest of the class work with their teacher. This is effective as it means that pupils can be given appropriate individual support. Pupils with special educational needs are given additional opportunities to work with teaching assistants on specific programmes. For example, a small group of pupils in Years 5 and 6 are learning to touch-type to help them write more quickly in English lessons.
154. Assessment procedures are satisfactory. Teachers assess learning in lessons and record overall attainment at the end of each year on individual records. In some classes, teachers are beginning to encourage self-evaluation of learning by using *'I can'* assessment records, which show what each pupil feels he or she has achieved. Each pupil's workbook is a good record of individual achievement. They are most helpful in the reception/Year 1 class, where the teacher writes very good quality evaluations of what has been achieved. This high quality annotation is not evident in the rest of the school.
155. The school has significantly improved resources since the last inspection and the quality and range is now good. The school has many more computers than at the time of the last inspection and suitable software to support learning in different subjects. The ICT suite is a very valuable resource that is used effectively by the different year groups. Its development has been a major factor in the rise in standards since the last inspection. Older pupils have many opportunities to work independently on the computers and they do so sensibly, with minimal adult supervision. They clearly enjoy ICT work, and the response of all pupils is consistently

good. Pupils are keen to learn new skills and they co-operate well when they are working in the suite.

MODERN FOREIGN LANGUAGES (FRENCH)

156. Although not a part of the statutory curriculum, pupils in Years 5 and 6 are taught French once a week. This is a worthwhile activity that prepares pupils well for when they move to secondary school. Pupils show a very positive attitude towards learning a second language and quickly develop new skills. This is because of the good quality of teaching. An experienced teacher takes lessons. She has very good subject knowledge and makes learning fun. There is a strong emphasis on pupils learning skills in a practical way, with the use of role play, singing and games being very successful in helping them to learn to use spoken French confidently in a range of situations. As a result, pupils are developing a good vocabulary for their age and they respond accurately to different questions, for example talking about where they live and their home and family. They respond confidently to questions such as '*Quelle age as tu?*' and '*Comment t'appelles tu?*'
157. Pupils with special educational needs are effectively integrated into lessons, with the teacher varying her use of questioning according to the ability of the pupil. This means that all the pupils are fully involved in lessons and are willing to 'have a go' without fear of being made to look foolish.

MUSIC

158. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. The quality of pupils' singing is a particular strength. All pupils, including those with special educational needs, make satisfactory progress overall, with good progress being made in singing. Throughout the school, pupils listen carefully to music played in lessons and during assemblies. They join in enthusiastically with singing, and pupils in Years 5 and 6 keep in tune when singing a round in four parts. There was no judgement on attainment and progress in music at the time of the last inspection.
159. The quality of teaching is good overall. Effective use is made of the specific skills and knowledge of the subject co-ordinator to teach lessons for pupils in Years 1 to 6. The teacher has good relationships with each class and manages behaviour effectively. Good use is made of pre-recorded music and real instruments to help teach pupils about the types of instruments found in an orchestra. Teaching was satisfactory in Years 1 and 2, though there was insufficient variety to maintain pupils' interest throughout the lesson.
160. The subject co-ordinator monitors pupils' progress informally. There is a suitable scheme of work to support lesson planning. There is a popular guitar club and choir, and the school takes part in a local music festival. Visiting musicians run workshops for the pupils and there are several concerts and productions each year. These activities enable pupils to perform together and are much appreciated by the parents.

PHYSICAL EDUCATION

161. During the inspection, lessons in swimming, gymnastics and dance were timetabled. Judgements on the attainment of pupils have been based on the work seen in the timetabled lessons and discussions with pupils and members of staff. There was no judgement on standards in the findings of the last inspection.
162. In gymnastics, pupils make good progress, with standards of attainment being above average. Pupils benefit enormously from the good quality teaching and good subject knowledge of the specialist gymnastics teacher. Many pupils take part in a weekly gymnastics club, and they

show especially well developed skills, performing gymnastic routines to a very high standard. Other pupils benefit from seeing this very good quality work and quickly acquire new skills. By the end of Year 2, pupils move confidently around the hall, making different balances and body shapes. They follow instructions carefully and are beginning to develop complicated series of movements involving different balances. By the end of Year 6, pupils show great confidence at working on apparatus, and perform gymnastic actions with control and accuracy. Pupils work co-operatively, making balances and developing complex sequences of movements.

163. In dance and swimming, pupils' attainment is satisfactory. Visits to the swimming pool are well organised, with a good awareness of health and safety issues. The youngest pupils are quickly gaining confidence in the water, with some already moving around the pool using different swimming aids. By the end of Year 3, most pupils are able to swim at least 25 metres, with some using well developed swimming strokes. Higher attaining pupils swim for longer distances on their front and back, and jump confidently into the water from the poolside. Pupils with special educational needs are integrated well into lessons and are quickly gaining new skills. They are well supported by the teaching assistants in swimming lessons.
164. In the one dance lesson timetabled during the inspection, pupils in Year 4 successfully developed dances on the theme of 'rainforests'. They performed simple sequences of movement, showing good body control and responding well to the music.
165. The quality of teaching is good overall, with many lessons taken by the physical education co-ordinator. In both swimming and dance, teachers successfully encourage pupils to try out new ideas. New skills are carefully introduced and, in dance lessons, good use is made of various types of music to encourage different responses. Praise is used effectively to help the less able, and one-to-one support is provided when needed.
166. In gymnastics, pupils learn well because of the high expectations of the teacher and the careful way in which new skills are introduced. There is a good pace to lessons and activities are carefully planned to allow pupils to develop and practise a range of movements. For example, pupils in Years 5 and 6 were able to work on balancing, rolling and jumping skills before putting them together into a complicated sequence of movements. The teacher emphasises the need for pupils to think about what they are doing and how they are going to work together. Both the teacher and teaching assistant support individuals effectively, helping them to improve their work. Pupils are given some opportunities to show the rest of the class examples of their good work, but there are limited opportunities for classmates to offer evaluations of how performances could be improved. Behaviour is managed very effectively, and pupils respond well to the sensitive way in which the teacher helps them as they work. Pupils work enthusiastically in lessons, co-operating well when required to do so by an activity.
167. The curriculum is carefully planned to include all aspects of the National Curriculum. Older pupils have the opportunity to extend their skills on residential trips. They have the chance to take part in a range of outdoor and adventurous activities on a residential visit in Years 5 and 6. Medium term planning is detailed and shows how pupils are to develop skills over time. Teachers assess learning in lessons, and record overall attainment at the end of each year on individual records. These arrangements are satisfactory.
168. A good range of extra-curricular provision enriches learning opportunities. Pupils are able to take part in football and netball clubs and there is a very successful gymnastics club. The school competes successfully at a high level in both local and national gymnastics competitions. During the inspection, pupils were preparing for an upcoming gymnastics competition. This involved two lengthy sessions after school each week, which they participated in willingly and enthusiastically. Learning in these sessions was well supported by the physical education co-ordinator as well as by a number of parents.
169. Occasional use is made of visits by coaches from various sports, such as tennis and golf, to introduce pupils to new activities and supplement learning that takes place in the classroom. Pupils are able to compete against each other in lessons and on sports days, and there are

suitable opportunities to compete against other local schools in football, rounders and netball.

RELIGIOUS EDUCATION

170. During the inspection one lesson only was on the timetable. Judgements about attainment and progress have been made by observing this lesson, scrutinising a sample of pupils' work and by interviewing some pupils from Year 6.
171. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Satisfactory standards have been maintained since the last inspection. However, there is very little recorded work and this means that, whilst pupils can discuss recent work, they have limited recall of what they have learnt in the past, suggesting that some topics are not covered in sufficient depth. Pupils in Years 5 and 6 understand the key aspects of the life of Jesus and know some stories about Krishna.
172. The quality of teaching in the one lesson observed was satisfactory. A mother and her new baby visited the Years 1 and 2 class and pupils were encouraged to ask questions. The lesson provided pupils with the chance to explore the range of emotions that might occur amongst members of the family around the time of a birth and to share their own experiences and emotions.
173. The curriculum is satisfactory overall. Pupils learn about the beliefs and celebrations of major world faiths and have good opportunities to express their opinions. For example, pupils discussed what they liked and disliked about school collective worship and then helped to draw up the school policy. There are some links with other subjects; for example, pupils made diva lamps when learning about the festival of Diwali and this helped them to remember that light is a symbol for warding off evil. However, limited use is made of pupils' writing skills to support learning in the subject.
174. The school has a good selection of artefacts and other resources from various religions to support teaching. Pupils' learning is extended effectively by a range of visits, for example to local churches, as well as Peterborough Cathedral and a Hindu Temple. There are satisfactory procedures for assessing what pupils have learnt.