

INSPECTION REPORT

PORINGLAND PRIMARY SCHOOL

Poringland, Norwich

LEA area: Norfolk

Unique reference number: 120841

Headteacher: Mr. R. Everett

Reporting inspector: Alison M. Cartlidge
OIN23609

Dates of inspection: 2nd – 5th June 2003

Inspection number: 248185

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary with Nursery

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: The Footpath
Poringland
Norwich

Postcode: NR14 7RF

Telephone number: 01508 492530

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Appropriate authority: Governing Body

Name of chair of governors: Mr. C. Parsons

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23609	Alison M. Cartlidge	Registered inspector	Foundation Stage Art and Design Music	How well is the school led and managed?
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?
23239	Mike Capper	Team inspector	Science Design and Technology Physical Education	The school's results and achievements.
23658	Stephen Parker	Team inspector	English Geography History Special Educational Needs Educational Inclusion	How well are pupils taught?
27426	Terry Aldridge	Team inspector	Mathematics Information and communication Technology Religious Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Poringland Primary School is situated in the village of Poringland, near Norwich. It has on roll 326 pupils between the ages of four and eleven and a further 38 three to four year olds who attend the nursery part-time for either morning or afternoon sessions. Pupils are taught in twelve classes, with nine having one age group and three being mixed age classes. In Years 5 to 6, pupils are taught mathematics in sets organised according to ability. Most pupils come from favourable home backgrounds and live in the village and surrounding area. Two per cent of pupils take free school meals and this is below average for the country. Assessments carried out when children first start school in the nursery or reception classes show that children's attainment on entry varies from year to year but is broadly average overall. Not all children in the nursery transfer to the main school. The number of pupils identified as having special educational needs is eighteen per cent and seven pupils have statements of special educational needs. These figures are broadly average and include a range of differing needs. The two pupils at the school with English as an additional language have had their specific needs assessed and require no additional support at the moment.

HOW GOOD THE SCHOOL IS

This is a good school. Strong and effective leadership and management and good quality teaching ensure that pupils behave well and make good progress throughout the school. Attainment is above the national averages in English, mathematics and science by the end of Year 2 and Year 6 and the school provides good value for money.

What the school does well

- Pupils' standards of attainment and progress are good overall in English, mathematics, science, art and design and geography.
- Pupils make good progress in developing skills and knowledge in information and communication technology (ICT).
- The headteacher is passionate about the work of the school, and together with the governing body, provides good leadership.
- The quality of teaching is good overall with almost a third of lessons being very good.
- Pupils develop very good relationships and very positive attitudes towards school and learning.
- Very effective links with the community enrich the curriculum and make subjects interesting.

What could be improved

- Pupils have insufficient opportunities of showing their independence and taking the initiative in their learning.
- Subject co-ordinators have too few opportunities for monitoring teaching and learning, particularly in subjects other than English, mathematics, science and ICT.

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 made good progress since the last inspection in October 1997. Attainment and progress have improved in the foundation stage (nursery and reception classes) and in English, mathematics, science, ICT, art and design, and geography. There has been a significant improvement in teaching with much more very good teaching than at that time. Leadership and management are better and arrangements for child protection are now fully in place. Some weaknesses in the way that some subject co-ordinators monitor teaching and learning and the limited impact of assemblies on the pupils' spiritual development remain.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	A	A	A	C
Mathematics	A	A	A	B
Science	A	A	B	D

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

All pupils throughout the school, including those with special educational needs, make good progress and achieve well. Children's attainment is good overall by the end of the reception year. Most children are on target to meet the expectations of the 'early learning goals' in all areas of learning, with a higher proportion than is usually found in schools, being on target to exceed them.

Inspection findings show that pupils' attainment in Year 2 is above average in reading, writing, mathematics and science, with most pupils working at least at the expected level (Level 2) and a high number working at the higher level (Level 3).

National Curriculum test results at the end of Year 2 in 2002 show that when compared with all schools, pupils' attainment was well above average in reading and writing and above average in mathematics. When compared with similar schools, pupils' attainment was well above average in writing, above average in reading and average in mathematics. In science, teacher assessments show that the number of pupils achieving the expected level (Level 2) was in the top five per cent nationally when compared with all and similar schools. The number of pupils achieving the higher level (Level 3) was well above average when compared with all schools and above average when compared with similar schools.

In the current Year 6, based on the work seen in pupils' books and during lessons, pupils' attainment is above average in English, mathematics and science. Throughout the school, in both mathematics and science, pupils have a good knowledge of scientific and mathematical concepts. However, their ability to apply these skills to practical situations is less well developed. In English, pupils have limited opportunities for independent study and their reading and writing of non-fiction is not as strong as other aspects of the subject. In all three subjects, Year 6 pupils have been very well prepared for this year's tests, especially in science where more time has been allowed for revision. Throughout the school pupils make satisfactory use of their literacy and numeracy skills to aid learning in other subjects.

By the end of Year 2 and Year 6, pupils' attainment is above national expectations in art and design and geography and in music by the end of Year 2. Pupils achieve well in these subjects. Pupils' attainment by the end of Year 2 and Year 6 is in line with expectations of the locally agreed syllabus in religious education and in line with national expectations in design and technology, history, ICT and physical education. However, in some classes, in history and religious education, pupils produce little recorded work, and topics are not studied in sufficient detail, leading to learning being too superficial, especially for more able pupils.

The school is developing a policy for identifying and supporting gifted or talented pupils. More able pupils are generally supported well in most aspects of English, mathematics and science.

Trends in National Curriculum tests are broadly in line with those found nationally. Targets set for pupils at the end of Year 6 are realistically challenging and were exceeded in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to come to school, work very hard, participate in the activities offered and take responsibility for many tasks around the school, including some decision making through the school council.
Behaviour, in and out of classrooms	Good overall. Pupils behave very well in most lessons but some older boys lack self-control when not supervised closely on the playground.
Personal development and relationships	Good overall. Pupils have very good relationships with one another and behave sensitively towards pupils who have been identified as having special educational needs. However, pupils lack initiative and independence in their learning.
Attendance	Very good. Attendance this year is well above average and pupils arrive punctually.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall, with one in three lessons being very good. Members of staff establish very good relationships with the pupils and manage their behaviour very effectively. There is a good pace to most lessons. Effective introductions to topics and clear explanations of tasks help pupils to be very attentive and to work hard. Teaching assistants and a nursery nurse provide valuable support for groups of pupils and individuals, including those with special educational needs. Teachers have a good knowledge of the subjects they teach and basic skills in literacy and numeracy are taught well. However, teachers do not provide sufficient opportunities for pupils to use their initiative and to work independently and in some lessons tasks provide insufficient challenge for higher attaining pupils. Whilst being good overall and never less than satisfactory, the quality of teaching is variable from class to class. Some discussions at the end of lessons are too rushed and weak marking provides insufficient evaluation of pupils' work in some classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Very good use is made of visitors and visits to extend pupils learning and there are very good music clubs for older pupils. However, opportunities for pupils to record what they know in history and religious education are insufficient. The outdoor provision for the foundation stage is less well developed than indoor work.
Provision for pupils with special educational needs	Good. Pupils are supported well in lessons and there is very good provision when pupils work with the specialist teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Members of staff are very good role models and the provision for social and emotional development has a very positive impact on how pupils relate to and value each other. Creativity in art and design, music and English have a good impact on cultural development.

	Provision for spiritual development is satisfactory overall with limited opportunities for reflection and praise in collective worship.
How well the school cares for its pupils	Good overall. Teachers know the pupils very well and provide very good personal support by monitoring attendance and behaviour very effectively. There are very good procedures for monitoring attainment and progress in the foundation stage and good procedures for English, mathematics and ICT. However, procedures in other subjects are inconsistent.

The school has an effective partnership with parents and a high quality website promotes the school well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction for the work of the school and all members of staff are enthusiastic about improving further. However, co-ordinators for some subjects have insufficient opportunity to monitor teaching and learning.
How well the governors fulfil their responsibilities	Good. The governing body is supportive, well-informed and takes an active role in developing the school. However, there are some minor statutory omissions in the information given to parents.
The school's evaluation of its performance	Good overall. The school evaluates attainment and progress in English, mathematics and science thoroughly and takes effective action to remedy any weaknesses identified in these subjects.
The strategic use of resources	Good. Financial planning is effective and funds are linked closely with school developments. The school applies the principles of best value well by comparing standards and spending with other schools.

Staffing numbers, accommodation and learning resources are satisfactory overall. Attractive displays of pupils' work brighten the school and the school grounds are spacious. However, the library is under utilised for independent work and large class sizes in Years 3 to 6 mean that classrooms are cramped. The staff room is too small to accommodate all members of staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching means that pupils make good progress. • Children like school and are expected to work hard. • Pupils behave well and are helped to become mature. 	<ul style="list-style-type: none"> • Homework. • Activities outside lessons, especially for younger pupils. • The size of some classes.

The inspection team agrees with parents' positive views. The provision for homework is found to be good overall. Whilst there are good activities available outside lessons for older pupils, especially in music, there are no clubs for younger pupils and limited opportunities for competitive sport. The size of some classes is large and whilst this is managed well by teachers, a lack of space can cause discomfort for pupils and members of staff in hot weather.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils' standards of attainment have risen since the last inspection. By the end of Year 6, they are higher than they were at that time in English, mathematics, science, art and design and ICT although they are not as high in history in Years 3 to 6. In ICT, pupils are benefiting from better teaching, more thorough planning of the curriculum and improved resources.
2. Children's attainment on starting school in either the nursery or the reception classes varies from year to year, being broadly average overall. Children make good progress in the nursery and in the reception classes, with standards of attainment being good in all areas of learning. Most children are on target to meet the expectations of the 'early learning goals' by the end of the reception year, with a higher proportion than is usually found in schools, being on target to exceed them.
3. Inspection findings show that pupils' attainment in Year 2 is above average in reading, writing, mathematics and science. Pupils achieve well, reaching good standards in relation to their prior attainment, with most pupils working at least at the expected level (Level 2) and a high number working at the higher level (Level 3) in English, mathematics and science. In both mathematics and science, pupils have a good knowledge of scientific and mathematical concepts. Their ability to apply these skills to practical situations is less well developed, although still satisfactory overall.
4. National Curriculum test results at the end of Year 2 in 2002 show that pupils' attainment was well above average in reading and writing and above average in mathematics when compared with all schools. When compared with similar schools, pupils' attainment was well above average in writing, above average in reading and average in mathematics. In science, teacher assessments show that the number of pupils achieving the expected level (Level 2) was in the top 5 per cent nationally when compared with all and similar schools. The number of pupils achieving the higher level (Level 3) was well above average when compared with all schools and above average when compared with similar schools. Test results have improved significantly since the time of the last inspection.
5. In the current Year 6, based on the work seen in pupils' books and during lessons, pupils' attainment is above average in English, mathematics and science. Again, in mathematics and science, pupils' practical skills are less well developed than their knowledge and understanding of key concepts. In English, pupils' reading and writing of non-fiction are less well developed.
6. In 2002, National Curriculum test results at the end of Year 6 showed that pupils' attainment was well above average in mathematics, above average in English and broadly average in science when compared with all schools. When compared with similar schools, pupils' attainment was above average in mathematics, average in English and below average in science. A comparison of National Curriculum test results at the end of Year 2 and the end of Year 6 shows that these pupils made very good progress over time in English, good progress in mathematics and satisfactory progress in science. However, in all three subjects, the current Year 6 have been very well prepared for this year's test and results are likely to be much higher than they were in 2002, especially in science where more time has been allowed this year for test revision.
7. In contrast, the current Year 5 includes a high number of pupils identified as having special educational needs. Although this year group is making the same good progress in relation to their prior attainment as other pupils, many are working at levels that are below average, meaning that test scores in 2004 are likely to be lower than in 2002.
8. When given the opportunity, pupils throughout the school confidently apply their literacy and numeracy skills to learning in other subjects. They measure accurately in science, using their data-handling skills to report their findings. Pupils write for a range of purposes, although this is not sufficiently developed in subjects such as history and science, where, in some classes, there is an

overuse of worksheets as a method of recording. This limits pupils' opportunities to write purposefully.

9. By the end of Year 2 and Year 6, pupils' attainment is good in art and design and geography, with pupils making good progress because of skilful teaching in these subjects. Attainment in music is good by the end of Year 2 and satisfactory by the end of Year 6.
10. Pupils' attainment by the end of Year 2 and Year 6 is satisfactory in religious education, design and technology, history, ICT and physical education. In design and technology, pupils produce some good quality products but their designing skills are less well developed. In music, standards seen in lessons in Years 3 to 6 were satisfactory. However, the quality of instrumental playing in lessons taken by specialist teachers and in the orchestra is above average. In both religious education and history, the quality of work is variable across the school. In some classes, pupils produce little recorded work, and topics are not studied in sufficient detail, leading to learning being too superficial, especially for more able pupils. Attainment in history has fallen in Years 3 to 6 since the last inspection.
11. Pupils' attainment in information and communication technology has improved significantly since the last inspection when it was well below average by the end of Year 6. Pupil' attainment is now satisfactory overall by the end of Year 2 and Year 6. There are some areas of the curriculum where standards are high. For example, older pupils are very confident about preparing multi-media presentations and they show good basic skills in accessing information from the internet. Where there remain gaps in knowledge, for example in the pupils' knowledge of databases in Years 5 and 6, it is a reflection of previous weaknesses rather than current provision, which is good.
12. Pupils who have been identified as having special educational needs receive good quality support from teaching assistants, and they make good progress overall. The school does not yet have a policy for identifying and supporting gifted or talented pupils, although more able pupils are generally supported well in most aspects of English, mathematics and science.
13. The school makes good use of assessments of pupils' work to help set statutory targets for achievement at the end of Year 6 in English, mathematics and science. These targets are based on a good knowledge of pupils' prior learning and are realistically challenging. The school successfully exceeded the targets set for 2002.

Pupils' attitudes, values and personal development

14. Most of the pupils are very enthusiastic about coming to school and have very good attitudes towards learning. They listen intently to teachers and each other, remain on task well and work hard. Pupils are keen to take part in the additional activities organised at the school. For example, a large number of older pupils show a strong commitment towards the orchestra, choir and recorder groups. Children in the nursery and in the reception classes show good interest in the activities provided for them and settle well into the routines of school life. Pupils with special educational needs display good attitudes to their work because they receive good support and encouragement from members of staff in most lessons and additional specialist support when needed.
15. Pupils' behaviour is good overall. They behave very well in most lessons and behaviour around the school, in the dining room and playground is usually good. However, when supervision is not close at hand in the playground, a few older boys show signs of poorer behaviour, especially when playing vigorous games of football. There have been no exclusions at the school. School rules are displayed clearly and older pupils agree individual class rules and are very keen that these should be upheld. Instances of bullying, sexist or racist behaviour are rare and are dealt with quickly and effectively.
16. Pupils' personal development is good overall. Relationships throughout the school are very good

and pupils respond very well to the praise and encouragement given by members of staff. The head teacher has a high profile around the school and at playtimes, and is liked and respected by the pupils. For example, one pupil was keen to demonstrate her new skipping skills, confident in the knowledge that her effort would be appreciated. Pupils are polite and friendly and treat all members of staff with respect. An analysis of school policies and informal discussions with pupils indicate that they are encouraged to participate in a range of activities. The very good relationships in the school mean that pupils fully understand the impact of their actions on others. They respect each other's feelings, values and beliefs and are generally very supportive and helpful to each other.

17. Pupils are keen to take responsibility for a range of tasks around the school and they carry out their roles well. For example, older pupils make helpful receptionists during the lunch breaks. The school council provides opportunities for all pupils to elect class representatives and share their views about the work of the school. All class representatives, including the younger children, articulate their ideas and views and vote for proposals in a very mature way. Year six pupils act as officers and showed a very good understanding of formulating the views of others. The positive debate and ideas presented to members of staff allow the school council to take part in shaping the direction of some aspects of school life. Pupils raise money for charities and there is a tradition where Year 6 pupils select and raise funds for a leaving present such as seating for the playground and murals outside the foundation stage classrooms.
18. Pupils' ability to take the initiative and to be independent in their learning is less well developed and in many lessons too much teacher direction limits these opportunities.
19. Attendance levels are very good and are well above the national average. The level of unauthorised absence is very low. Pupils arrive punctually knowing that lessons start promptly.
20. The good attitudes, behaviour and personal development evident at the time of the last inspection have become enhanced due to the wide variety of personal development opportunities provided and the introduction of the effective, and well-supported, school council.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall throughout the school, and no unsatisfactory lessons were observed during the inspection. There was very good teaching in almost one third of lessons across most subjects and year groups. More than a third were good and the remainder were satisfactory. This is a significant improvement since the time of the last inspection when half the lessons observed were good or better and one lesson in ten was unsatisfactory.
22. In the nursery and reception classes, teachers, the nursery nurse and teaching assistants have very good relationships with the children and provide them with calm and sensitive support. The purpose of lessons and activities are explained clearly and interesting activities are chosen to support learning well. The nursery nurse and teaching assistants make a good contribution to the children's learning by supporting groups or individuals and enabling children with special educational needs to become fully integrated into lessons. Parents are pleased with the quality of teaching in the foundation stage and like the way the nursery is run. There is generally a good balance of activities though the outdoor area is not planned for as effectively as indoors and this is a relative weakness.
23. Basic skills in reading, writing and mathematics are well taught in Years 1 to 6. It is a significant strength that teachers' planning is clearly guided by the National Strategies for Literacy and Numeracy and daily lessons closely follow the recommended sequence of activities. As a result, pupils know the routines and what is expected of them so that they co-operate well in their learning. The quality of teaching was good or better in all lessons in English, with particularly effective direct instruction in language features. The quality of teaching is more variable in mathematics, ranging from satisfactory to very good but good overall, with the effect that pupils make good progress through the school. Teachers use a wide range of resources and methods to reinforce learning in mathematics, and direct instruction is well paced and clearly focused. However, the practical

element of using and applying mathematics is less well developed because activities are often too closely directed and pupils do not learn by trial and error. The same limitation is also found in science, where pupils are not given enough scope to plan their own investigations and record their results in a variety of ways. However, pupils develop good knowledge and understanding of scientific processes. Overall, the quality of teachers' lesson planning is better in Years 1 and 2 than in Years 3 to 6 and expectations of what pupils should achieve are higher.

24. Teaching assistants are well briefed and so give effective help to groups of special educational needs and lower attaining pupils as they work. They also teach officially recommended booster programmes to withdrawal groups, ensuring that these pupils make good progress. Pupils with special educational needs benefit from very good teaching by the co-ordinator when they are withdrawn for close instruction in basic skills and behaviour management. Teaching in these intensive sessions is very well informed, persistent but patient, and pupils respond well because they learn in small steps ensuring a steady rate of success.
25. Teachers are well informed across the full range of subjects. They are imaginative in planning topics and activities that catch pupils' interest. For instance teachers in Years 3 and 4 demonstrated the typical contents of their household waste to focus pupils' thoughts on recycling and care for the environment. Pupils in Year 6 measured the school grounds to find out the relative distances of the planets from the sun. Teachers use a good range of methods to reinforce learning. The board is used well in all classes to focus instruction and pupils' own ideas. Pupils occasionally use mini white-boards on which to jot answers during instruction, allowing the teacher to spot misunderstandings. There are very good role-play opportunities in the Foundation Stage, and occasionally in other years. The use of computers is developing well across a range of subjects.
26. Lessons are very well organised and managed, and this is a consistent strength. Staff work very hard to prepare resources beforehand so that lessons begin promptly and have a strong sense of direction. As a result there is a purposeful working atmosphere where pupils concentrate hard and stay on task. Teachers have high expectations for behaviour, attentiveness and pace of work, but control is generally low key because pupils behave well and often very well. Any minor incidents are handled promptly without interrupting the flow or spoiling the atmosphere. This is made possible because of the very good relationships that teachers and teaching assistants develop with pupils in all classes. Pupils therefore take part confidently in discussions and activities, sharing their ideas willingly and trying hard to meet expectations. They work well together in pairs and small groups.
27. In some lessons, there is over-use of worksheets or narrowly focused instructions, with the same task given to all pupils regardless of their standard. In such cases, the learning of some pupils is too passive because they merely record simple facts that they know well already and the level of demand is too low. In Year 2, for instance, higher attaining pupils coloured in a map of the British Isles when they were already confident in naming the countries and were capable of looking up more detailed information using an atlas. Much more needs to be done through the school to develop pupils' independence in planning their own work, using reference sources and choosing ways of recording their findings.
28. At the end of lessons, teachers generally review pupils' progress and praise their achievements, so boosting their self-esteem. However, in many cases not enough time is allowed for this review to reinforce the main points of the lesson or to evaluate the work of selected pupils so as to correct misunderstandings. In marking pupils' work, many teachers show sensitive appreciation of pupils' ideas as well as identifying targets for improvement. However, not enough use is made of marking to guide the work set in following lessons so that individuals have full opportunity to work on the targets identified in marking.
29. There is a satisfactory range of homework tasks in Years 1 and 2. There is a good range of homework in Years 3 to 6, with some interesting challenges to stimulate pupils to extend their learning.

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

30. The quality and range of curricular opportunities offered to pupils are good overall and pupils experience a wide variety of learning activities throughout the school. Most weaknesses identified at the time of the last inspection have been addressed and progress in curriculum provision is now good overall.
31. In the foundation stage, there is a good, broad and balanced curriculum that includes a wide range of interesting and relevant activities. Lesson planning is good overall with very thorough planning in the reception class for older children. The curriculum includes a good mix of adult led and child initiated activities and all members of staff and the children take part in planning topics. There are very good links with the local community and many visitors such as the fire brigade, farmers and the police come to talk about their work. In the nursery, links with the extended family are promoted well during a well-attended 'granddads' and nannies' day'. The school is developing the outdoor curriculum and at the moment this aspect is not as strong as the indoor provision. Nevertheless, effective use is made of visits and walks in the school grounds to increase children's knowledge and understanding of the world.
32. The curriculum for pupils in Years 1 to 6 is good and fully meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education, drug and sex education. Weaknesses in the curriculum for information and communication technology (ICT) and in lesson planning identified in the previous inspection report have been successfully addressed. Overall, the school allocates sufficient time for each subject and ensures satisfactory breadth and balance across the curriculum. However, there is some imbalance in the time allocated to pupils of similar aged pupils in different classes. The length of some lessons is too long. For example, in science over long lessons lead to a lack of focus and concentration in some pupils. The depth of work covered is generally satisfactory, except in history and religious education where written work is often superficial and there are shortcomings and inconsistencies in the quality of learning activities.
33. All subjects have clear schemes of work, based on national guidance, that are used satisfactorily to guide teachers' planning. The school's strategy for literacy provides satisfactory support and the school's numeracy strategy is good. Pupils in Years 5 and 6 are taught in ability sets and this means that their specific needs are matched more closely. Policy statements for all subjects are reviewed on a regular basis and approved by the governing body. These indicate clearly how subjects should be taught, based on a two-year programme to cater for the mixed aged classes. Geography and history alternate on a half-termly basis, to ensure better and more focused coverage although this is not always reflected in pupils' work and books, especially in history. There is insufficient monitoring of planning to ensure that it is being delivered with sufficient depth and rigour in all classes.
34. The curriculum is socially inclusive, successfully incorporating all pupils including those with special educational needs and providing equal opportunities overall. However, a weakness is that pupils with learning difficulties and those who receive personal musical tuition are withdrawn from lessons at the same time each week which means they miss part of the same lessons and are not always fully updated by teachers when they return.
35. There is very good provision for pupils' personal social and health development through a planned programme of study. Issues are dealt with mainly in 'Circle Time' sessions (where pupils sit in a circle to discuss problems), and also separately and informally as they occur. There is an effective school council with representatives from Years 1 to 6, which meets on a regular basis to discuss a wide range of issues. Representatives regularly report back to class councils so that pupils have a good input in the decision making of the school. There are very good opportunities for pupils to take responsibility for a wide range of tasks in classrooms and this gives pupils confidence and raises their self-esteem. The school has achieved the 'Healthy Schools' award and there are specific sex and drug education lessons for Year 6 pupils so that they are fully aware of these issues.

36. The school works effectively to ensure that all pupils have equal opportunity to benefit from the curriculum.
37. Provision for pupils with special educational needs is good. These pupils are provided with individual education plans with specific targets to guide their development, mainly in behaviour, language and mathematics. Targets are regularly reviewed and appropriately updated so that these pupils make consistently good progress. Support in class is well planned so that all pupils take full part in the main activities. Individuals and small groups make very good progress when they are withdrawn for regular intensive instruction in basic skills.
38. The school provides a good range of extra curricular activities and visits to extend the curriculum beyond the classroom. For example, there are residential visits for pupils in year 5 and Year 6 providing good first hand learning in geography and science and effectively promoting personal and social development. Pupils' learning benefits from good links with the wider community and pupils in Years 3 and 4 visit a local hall to extend their knowledge of life in Tudor times. Visits are also made to Christian places of worship as part of religious education. Additional activities run by members of staff and external providers include clubs for cricket, cross-country, choir, orchestra, recorders, art, French and computer clubs. However these are mostly for older pupils and there are limited sporting activities. The curriculum is further enhanced with a wide range of visits from theatrical and musical groups, authors and the emergency services.
39. The contribution of the community to pupils learning is very good with many visitors and members of the local community providing effective support to the school. Several local groups hold evening meetings at the school and members of staff have run successful computer sessions for parents so that they can experience what pupils are learning. Local shops and organisations support the school well with donations. The choir and orchestra sing and play within the local community and harvest goods are distributed within the local elderly community. Pupils have also been involved in clearing and developing derelict areas. The school maintains a high quality interactive website providing a wide range of information and publicising events at the school very well. Pupils regularly use the internet to communicate with the wider world.
40. Relationships with other schools in the area are good. Liaison visits are regularly made to the play group and there are regular meetings with other head teachers in the area. The school is regularly used for work placements for students. Year 6 pupils undertake a joint topic with other primary schools in the area as part of transition to secondary school which begins in Year 6 and is concluded during the first half-term in the secondary school. There are regular after-school meetings with teachers from other schools in the area to share common problems and expertise. Inter-school activities with other primary schools include music festivals, science and design and technology activities, cricket and cross country. There are no links for competitive football or netball links.
41. Provision for pupils' spiritual, moral, social and cultural development is good overall and has been maintained since the time of the last inspection. There have been improvements in the provision for pupils' social development and this is now very good and in cultural provision, which is now good.
42. The provision for spiritual development is satisfactory. Although daily acts of worship meet legal requirements not all of those seen during the inspection contributed significantly to pupils' spiritual development. This was also found to be the case at the time of the last inspection. The acts of worship follow a theme and often concentrate on social and moral ideas rather than developing spiritual awareness. Insufficient use is made of music to create atmosphere and there are missed opportunities for pupils to sing. There are no written records maintained or evaluations to ensure that daily collective worship is of a broadly Christian nature. There are sound opportunities to celebrate pupils' achievements and for pupils to be involved through class and group assemblies. Some acts of worship enable pupils to gain insights into the values and beliefs of other principal religions when festivals are celebrated. In lessons there are missed opportunities to develop spiritual awareness and reflection in subjects such as English, science and music. There is a lack

of displays, photographs and objects from other faiths in classrooms and corridors to provide further opportunities for pupils to reflect on, and develop respect for, different beliefs. Religious education lessons provide limited opportunities for spiritual development. There are links with the local Christian churches and Christmas Services are also held in them.

43. Provision for moral development is good and an effective whole school policy is consistently implemented. Members of staff promote clearly the principles distinguishing right from wrong, fairness and honesty, and set a clear moral code as a basis for behaviour. Pupils are encouraged to take responsibility for their actions and opportunities to discuss problems are provided during personal and social education lessons. Pupils have good opportunities to reflect on the part they play in making the classroom and school a friendly and supportive community through class and school councils.
44. Provision for social development is very good overall and all members of staff provide very good role models. Older pupils have many opportunities to take responsibilities and develop leadership roles in the school. Pupils apply in writing for positions of responsibility such as helping in the office, in classrooms, running the school bank, or looking after the library. Year 5 pupils also act as computer support helpers. In addition, Year 6 undertake a project to improve the school's environment before they leave. In previous years they have painted murals on external walls, raised money to buy picnic benches and a leaving concert. There are very good opportunities for younger pupils to take responsibility for a wide range of tasks in class, giving them confidence and raising their self-esteem. Teachers provide many opportunities for promoting social interaction in lessons when pupils work together in pairs or groups. Pupils are regularly involved in fund raising activities including sending books to Africa and raising money for a well in India.
45. Provision for pupils' cultural development is good and the school provides a good range of opportunities for pupils to learn about their own culture and that of others. Pupils learn about the British heritage and other cultures through history and geography topics. For example, in geography they learn about an island home in Scotland and a village in Kenya as well as an on-going whole school topic through 'Passport to the World' looking at current affairs. Stories, art and design, music and visitors make a significant contribution to pupils' wider understanding of non-western cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school is a caring community and all members of staff are committed to ensuring that pupils' social and personal development are well nurtured and supported. The school's commitment to the well developed personal and social education programme, and the use of 'circle time' contribute very well to these aspects of pupils' development, although independence in lessons is less consistent. The work of the school council ensures pupils have an opportunity to be in and work within a democratic community where their feelings, concerns and opinions are taken seriously. The school offers good care to all of its pupils. The headteacher is responsible for child protection procedures, and this is carried out with very good professionalism and knowledge of the requirements. All members of staff are fully aware of this important aspect of care for pupils and this is an improvement since the last inspection. A policy for 'Equality of Opportunities' is now in place and well understood. However, some pupils miss the same lesson each week to take part in individual music lessons or support groups for special educational needs.
47. Pupils' welfare has a high priority in the school. There is an appropriate number of trained first aiders, minor accidents are treated in a calm, caring and sympathetic way. Accidents are well recorded. Appropriate testing of fire fighting and electrical apparatus is carried out and regular half-termly fire drills have been conducted.
48. The school has very good computer based procedures for monitoring and improving attendance. Appropriate procedures are in place to record late or absent pupils. Parents inform the school of almost all absences. Appropriate contact is maintained with the educational welfare services.

49. The procedures for monitoring and promoting good behaviour are very good, well understood and better than at the time of the last inspection. The expectancies of behaviour and the appropriate sanctions were introduced after good discussion with parents. Teachers reinforce these requirements by giving praise and encouragement to pupils. A 'Golden Book' is used to acknowledge pupils' good work or actions and is shared in assemblies. A small number of pupils who require greater supervision have effective personal report cards, allowing teachers to indicate responses in lessons and at playtimes. A few parents find it hard to understand the school's "no blame" policy. However, evidence suggests that members of staff intervene and explain to pupils why their actions are inappropriate or unkind and these discussions have proven to be very effective in dealing with the few instances of bullying or oppressive behaviour. Most pupils accept these simple requirements and no pupils interviewed felt threatened by any oppressive behaviour at the school.
50. Procedures for assessing and monitoring pupils' attainment and progress are satisfactory overall. They are very good in the foundation stage and good in English, mathematics and ICT. There are satisfactory arrangements made for assessing science, design and technology and physical education. In other subjects, there are no consistent arrangements and information is not always used to plan future work for higher attaining pupils in particular. A lack of consistency was also a weakness at the time of the last inspection.
51. The procedures for monitoring pupils' personal development are very good. Each pupil is treated as a welcomed individual in the school where support, encouragement and the raising of their self-esteem has a high priority. Teachers know the needs of individual pupils' personal requirements very well. The headteacher operates an 'open door' policy for pupils needing additional support. Where needed, appropriate specialist agency support is given.
52. The progress of pupils with special educational needs is carefully monitored. The targets in their individual education plans are regularly reviewed and adjusted where necessary. There is good provision for pupils with statements of special educational needs. They are given close and caring support in school, guided by regular contact with external specialists. However, it is a weakness that the school has not identified pupils who are gifted and talented, and there is no policy to guide provision for such pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has a good partnership with parents and this has been maintained since the time of the last inspection. The school values the views of parents greatly and often seeks their views on specific matters. Each term the school provides a meeting for parents based on an educational topic and parents have the opportunity to ask the headteacher questions. Termly consultation meetings are used to share information on pupils' progress. Pupils' annual reports of progress are clear and provide an opportunity for personal remarks.
54. Most parents are pleased with the work of the school and many express their views on the excellent, up to date school website. The school encourages many parents to receive information and newsletters by e-mail. The information provided by the school is good overall. The school provides parents with ICT training when appropriate.
55. The school values the contact with parents. In the nursery, specific days for granddads, nannies and fathers encourages the wider family to become involved in children's education. Parents are welcomed at the start of every day in the nursery and some parents regularly help in classes and with the visits made by the school.
56. Homework is regularly set and parents can communicate concerns if needed. Breakfast clubs are provided as extra support for older pupils.

57. A small number of parents are not fully supportive of all aspects of the school's work. There are real concerns about some large classes and mixed age groups and whilst these are managed well by members of staff conditions in some classrooms are cramped. Several parents of younger pupils feel dissatisfied with the extra curricular provision for their children and the inspection team agrees that there is little provision for these pupils. In addition, the extra curricular provision for sport is generally below that of similar schools. Lunch-time supervision was another concern expressed by some parents and inspection evidence shows that not all pupils respond well when supervision is at a minimum.
58. The school welcomes parents' views and is keen to provide fuller information. However, there are a small number of minor omissions in the school brochure. For example, there is insufficient information about admissions. Parents appreciate that they may see teachers at any reasonable time of every day to discuss concerns. Parents of pupils with special educational needs are invited to annual reviews and kept informed through the year of their children's progress. The school works hard to deal with any concerns.
59. The Parent Teacher Association provides generous funds for extra equipment and books. Their programme of social and fund raising events is well supported by parents and the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the headteacher and senior members of staff are good overall. The headteacher is very passionate about the work of the school and has high expectations for members of staff and the pupils. He provides a clear educational direction for the school's work and there is a firm commitment amongst members of staff to raising standards further. Members of staff are hardworking and are keen to provide the best possible education for their pupils, as a result, the school's capacity to improve is good. There is a satisfactory delegation of responsibilities amongst senior members of staff and a good reflection of the school's aims in its work. Whilst subject co-ordinators are enthusiastic and keen to bring about positive change, in subjects other than English, mathematics, science and ICT, they have limited opportunity to monitor teaching and learning in their subject and this means that good practice is not always shared successfully and minor weaknesses in teaching rectified. However, most monitor lesson planning carefully and many examine samples of pupils' work throughout the school. There are good opportunities for pupils to take part in decision making through school and class councils. The quality of leadership and management have improved since the time of the last inspection when there were some weaknesses in development planning and the monitoring of the school's work.
61. The governing body fulfils its responsibilities effectively overall. It provides strong support for the school and is actively involved in school development. Governors have a good understanding of the school's strengths and weaknesses through good information supplied by the school, regular visits and attendance at meetings. The chair of governors plays a particularly important part in leadership and management and works effectively with the headteacher, complementing his skills. Other governors have a clear understanding of their specific roles. However, there are some omissions in the school brochure so that statutory requirements are not being met fully.
62. Overall, the school has good systems for monitoring the school's performance and these have been rigorously applied to ensure that weaknesses are identified and rectified quickly. For example, in English and mathematics, the headteacher and subject co-ordinators analyse National Curriculum test data thoroughly, and track the progress of individuals and year groups through the school. Particular attention is paid to analysing differences between the performance of girls and boys and checking whether or not individuals have special educational needs. The headteacher's evaluations of different aspects of the school's work are realistic and based on a clear understanding of what is successful.
63. The school has a good strategy for appraisal and performance management. Individual weaknesses are identified and training and support are provided to improve the quality of work. New teachers are

supported effectively and particularly talented members of staff are encouraged to develop their skills and seek promotion. The school's induction procedures are effective.

64. There is an effective school improvement and development plan where appropriate priorities have been identified for the next few years. This includes clear information about how resources are to be spent, what action is needed and how success is to be measured.
65. The school took sufficient action to ensure that targets set for English and mathematics in National Curriculum tests at the end of Year 6 in 2002 were exceeded.
66. Funding, including specific grants is used effectively to support educational priorities and the finance governor makes an effective contribution to financial planning. The provision for pupils with special educational needs is well managed and funding is spent well for their benefit. Additional funds are provided from the school budget so that a larger number of pupils can benefit from support.
67. The day to day management of the school is carried out well by the headteacher and members of the administrative staff. Good use is made of information and communication technology to aid the smooth running of the school.
68. The school applies the principles of best value well by comparing standards with other schools in the area. Good standards in pupils' attainment and progress, leadership and management and the quality of teaching mean that the school provides good value for money.
69. The levels of staffing and the quality of the accommodation and educational resources are satisfactory overall. Much has been done to provide pupils and members of staff with attractive buildings and grounds. Throughout the school there are attractive displays of pupils' work and interesting sculptures and murals grace some external walls and decorate the tranquil courtyard. However, large class sizes in Years 3 to 6, mean that some classrooms are cramped and the lack of space and ventilation on hot days is not conducive to good learning. The library is underused in developing pupils' independent study skills. There are suitable teaching areas and resources for teaching pupils with special educational needs. Resources for ICT have been improved since the last inspection when they were unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of education provided the headteacher, governors and other members of staff should,

- (1) Improve the opportunities for pupils to take the initiative in their learning. (Paragraphs 3,23,27,69,101,103-4,106,114,118,126,155)
- (2) Ensure that subject co-ordinators have sufficient time to monitor attainment, teaching and learning rigorously. (Paragraphs 60,116,131,136,146,156,167,183)

The school may wish to consider the following minor issues for inclusion in its action plan.

- Increasing opportunities for children in the foundation stage to work outside. (Paragraphs 22,31,73,93)
- Improving the development of spiritual awareness especially in collective worship. (Paragraph 42)
- Ensuring that statutory requirements are met in the school brochure. (Paragraphs 58,61)
- Increasing the opportunities for competitive sport and for younger pupils to take part in extra-curricular clubs. (Paragraphs 38,178)
- Improving the depth of learning and quality of written work in history and religious education. (Paragraphs 1,10,32-33,154,182)
- Reviewing the length of some lessons and the overall balance of time for each subject. (Paragraphs 32,129,182)
- Making more consistent use of assessments on pupils' attainment and progress to plan work. (Paragraphs 28,50,106,114,130,150-151,155,169,176,182)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	22	35	21	0	0	0
Percentage	0	28	45	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	326
Number of full-time pupils known to be eligible for free school meals	NA	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	7
Number of pupils on the school's special educational needs register	4	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.1
National comparative data	5.4

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	23	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	23	23	23
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	94 (90)	96 (94)	96 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	24
	Girls	23	23	23
	Total	45	45	47
Percentage of pupils at NC level 2 or above	School	96 (92)	96 (94)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	28	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	22	22	22
	Total	37	38	37
Percentage of pupils at NC level 4 or above	School	79 (90)	81 (88)	79 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	24	23	23
	Total	40	39	40
Percentage of pupils at NC level 4 or above	School	85 (91)	83 (86)	85 (100)
	National	73 (72)	74 (74)	82 (82)

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

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	274	0	0
White – Irish	4	0	0
White – any other White background	2	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	1	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	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	5	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)	14
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	169

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	4

Financial information

Financial year	2002/2003
	£
Total income	808,033
Total expenditure	763,126
Expenditure per pupil	2,156
Balance brought forward from previous year	49,740
Balance carried forward to next year	44,907

Total aggregate hours worked per week	33
Number of pupils per FTE adult	4

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	355
Number of questionnaires returned	171

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	7	1	0
My child is making good progress in school.	44	50	3	1	2
Behaviour in the school is good.	35	57	4	0	4
My child gets the right amount of work to do at home.	31	47	13	2	7
The teaching is good.	61	31	3	1	4
I am kept well informed about how my child is getting on.	46	42	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	62	26	7	4	1
The school expects my child to work hard and achieve his or her best.	56	41	1	1	1
The school works closely with parents.	37	48	9	4	2
The school is well led and managed.	43	42	6	6	3
The school is helping my child become mature and responsible.	49	46	2	1	2
The school provides an interesting range of activities outside lessons.	17	38	26	5	13

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

70. Assessments carried out when children first start school in the nursery or in the reception classes show that children come to school with a very wide range of abilities and attainment is broadly average overall. All children, including those with special educational needs, make good progress and achieve well throughout the foundation stage. Most children are on target to meet the nationally recognised 'Early Learning Goals' in all areas of learning, with a higher proportion than is usually found in schools being on target to exceed them. Attainment and progress have improved since the time of the last inspection when they were satisfactory overall.
71. The quality of teaching is good overall, with approximately a third of lessons being very good. In the nursery and reception classes, teachers, the nursery nurse and teaching assistants have very good relationships with the children and provide them with calm and sensitive support. The purpose of lessons and activities are explained clearly and interesting activities are chosen to support learning well. Effective use is made of a wide range of good quality resources, including some well-designed home-made equipment. The nursery nurse and teaching assistants make a good contribution to the children's learning by supporting groups or individuals and enabling children with special educational needs to become fully integrated into lessons. Occasionally teaching assistants are not given a specific task during whole class work and at these times their valuable skills are not being fully utilised. Parents are pleased with the quality of teaching in the foundation stage and like the way the nursery is run.
72. Teachers write very helpful comments on children's work identifying what support they were given to complete a given task and what they need to learn next. The quality of teaching has improved since the last inspection when there was less good or very good teaching. Parents are pleased with the good information they receive about the curriculum and their children's progress.
73. There is a good, broad and balanced curriculum that includes a wide range of interesting and relevant activities. Members of staff work together effectively and lesson planning is good overall with very thorough planning in the reception class for older children. There is a good mix of adult led and child initiated activities and children take part in planning topics. Sometimes opportunities are missed for children to share their plans with others or to talk about what they have learned. There are very good links with the local community and many visitors such as the fire brigade, farmers and the police come to talk about their work. In the nursery, the extended family is invited to share in the work of the school with a well-attended 'granddads' and nannies' day' being a worthwhile event. The school is developing the outdoor curriculum further and at the moment this aspect is not as strong as the indoor provision, although effective use is made of visits and walks in the school grounds to increase children's knowledge and understanding of the world.
74. There are very good arrangements for assessing children's attainment and progress. Individual profiles show pupils development in all areas of learning by the end of each term, observations are made when children are working on practical tasks and samples of work are kept to show progress. There are effective arrangements to help children when they start school in either the nursery or reception classes, with organised visits and good shared information.
75. The co-ordinator for the foundation stage provides effective support. There are regular meetings to discuss lesson planning and members of staff have appropriate opportunities to monitor each other's work both formally and informally.

Personal, social and emotional development

76. Children's attainment and progress are good overall. In the nursery, children carry out a range of

responsibilities well, including counting out the cups for drinks and feeding the fish. Independence is encouraged and children pour themselves drinks and fetch their own coats before going out. Children behave calmly even on wet days when they are unable to work outside. They are keen to take part in all the activities and are able to wait for their turn sensibly. Children are confident and keen to explain what they are doing and understand daily routines well. Reception children share resources sensibly, concentrate well and work together co-operatively. They are motivated to learn and form good relationships with each other and members of staff.

77. The quality of teaching is good overall. Members of staff provide very good role models for behaviour and values such as politeness and kindness are taught very successfully. They show children respect by listening to and valuing their ideas and have very high expectations for behaviour. Occasional examples of over boisterous behaviour are dealt with appropriately. A cheery approach encourages children to be brave after mishaps on the playground.
78. Effective use is made of praise encouraging children and enabling them to develop good self-esteem and confidence in a range of situations. In the nursery each child has the opportunity to be the special person of the day and take on various responsibilities including taking home 'Milkshake' the bear and reporting back on his visit the next day.

Communication, language and literacy

79. Children's attainment and progress are good overall. Children speak clearly and listen attentively to the teacher and each other. They develop their speaking and listening effectively when playing with others. For example, in the nursery higher attaining children use the telephone in the role play airport in a sophisticated way 'hello, I didn't know it was you!' However, some opportunities are missed for children to discuss their experiences with each other. Reception children playing with 'small world' figures and building bricks discuss their ideas together.
80. Children in the nursery develop a love for books and are keen to share them with each other. Higher attaining children retell a story accurately in their own words, referring to the illustrations. Reception children, talk freely about the books they are reading and make sensible predictions about what might happen next. They know many familiar words by sight and are beginning to use their knowledge of letter sounds to help read new words. Higher attaining children are fluent readers who use good expression and correct their own mistakes effectively. They are starting to state preferences for types of book and make thoughtful comments about what they have read. Lower attaining children read simple texts with some adult support and know the sounds that several letters make. However, they show limited ability in discussing what they have read.
81. In the nursery, many children can write their own name, although not all children form the letters correctly. Higher attaining children can suggest a suitable sentence to accompany their pictures. By the end of the reception year, most children write independently with some common words being spelt correctly and spellings of unfamiliar words often being plausible. Higher attaining children are beginning to use capital letters and full stops in their writing.
82. The quality of teaching is consistently good with examples of very good teaching. In the nursery, a particular strength is the way the teacher shares stories with the children. In these very good sessions, stories are read dramatically helping children to enjoy the experience and the teacher has very high expectations of the children by setting them specific listening tasks and asking probing questions about the characters and main events in the story. Children are supported very well and very good use is made of praise to encourage children to join in with ends of lines and familiar parts of the text. Language is promoted very well in role-play activities. For example, when supporting children playing in the 'airport' members of staff fed in new vocabulary such as 'cabin', 'turbulence' and 'take off' and demonstrated the need to write when filling out travel bookings. Towards the end of the children's time in the nursery, children are encouraged to bring objects to school for inclusion in the 'alphabet bags' and parents are given advice on helping children to write. However, this advice comes too late for some parents whose children can already write their own names and do not form

their letters correctly. Some younger and lower attaining reception children continue to form their letters incorrectly.

83. In a very good lesson in the class for older reception children, the teacher had very high expectations for each group of children and a discussion at the end of the lesson was used very well to encourage higher attaining children to evaluate their own work. Towards the end of the lesson, lower attaining children benefited from opportunities to develop their speaking and listening when playing together in the role-play café or helping to build an adventure park for dinosaurs. In both reception classes, an assessment sheet at the front of the children's books provides effective support in helping the teacher to identify what each child needs to learn next.

Mathematical development

84. Children's attainment and progress are good overall. Children in the nursery count to ten accurately and with adult help use non-standard measures such as a cup to measure the ingredients for making play dough. Reception children add two numbers together and describe the properties of regular two-dimensional shapes. Some lower attaining children do not write all numerals correctly and find it difficult to make a repeating pattern.
85. The quality of teaching is good overall. Correct subject vocabulary is used, activities are explained clearly and praise is used effectively to encourage full participation. Teachers ensure that lessons include a good range of interesting, practical activities and that whole class work becomes progressively more difficult. For example, in a lesson for younger reception children about repeat patterns the teacher started by helping children chant simple spoken patterns of two words and built this up by providing incorrectly drawn patterns of four colours for children to correct. Teachers demonstrate good knowledge of what children already know by providing tasks that match their differing needs well. Occasionally teaching is less effective in whole class work, when a quick pace is not maintained. For example, time is wasted reorganising where children are to sit or when resources are given out too slowly. Overall, educational resources are used effectively to support learning. For example, in the class for older reception children, the teacher used attractive home-made 'shape fans' so that all children could show answers to her questions about the properties of shapes at the same time.
86. There are good opportunities for children to reinforce their learning when working in other areas of the curriculum. For example, nursery children learn how to match numerals when 'parking' sit and ride vehicles in numbered bays and decide how many are 'going on holiday' during role play. Reception children use their measuring skills to find out how much their tomato plants have grown and work out how many children are absent each day.

Knowledge and understanding of the world

87. Children's attainment and progress are good overall. In the nursery, children can operate a cassette player independently. They describe different types of weather and higher attaining children know that grey clouds often means it will rain and that certain fruits grow only in hot countries. By the end of the reception year, children understand that some materials are better at keeping people warm and that living things have life cycles and can live on land or in the sea. They use the 'mouse' to move icons on the computer screen and type their own name using the keyboard. Higher attaining children identify land and sea on a world globe, identify the function of parts of a flowering plant and know how to print their own work when using the computer. They are beginning to make simple predications about what might happen during an investigation
88. The quality of teaching is good. Members of staff plan a wide range of interesting, practical activities. For example, in one lesson in the reception class for younger children there were good opportunities for children to talk about habitats and the needs of animals when setting up an environment for toy dinosaurs, ensuring that shelter, food and water were available. In another

lesson for older reception children the teacher provided a selection of objects from the sea and encouraged children to use their senses to describe their properties. Occasionally, too little time is spent at the start of the lesson ensuring that children understand factual information and insufficient use is made of children's writing skills when recording what they have learned.

89. There is a broad and balanced curriculum and children cover a wide range of interesting topics. Fun activities are planned to bring the topics to life such as a 'pets' day when several animals came to school for children to observe and compare. There are appropriate opportunities for children to learn about other cultures and traditions. For example, children in the reception classes made divas when celebrating Divali and nursery children enjoy stories from around the world.

Physical development

90. Children's attainment and progress are good overall. In the nursery class, children ride 'sit and ride' vehicles quickly and safely. By the end of the reception year, children have a good awareness of space and show good control when hopping or jumping. Most children throw and catch a ball competently and show reasonable control when changing direction. Lower attaining children do not always find it easy to stop quickly after running. Younger reception children demonstrate various ways of moving along a gymnastics bench by using different parts of the body and manipulate equipment effectively when making buildings from a construction toy.
91. The quality of teaching is good overall, with an example of very good teaching in the class for older reception children. In this lesson, the teacher had very high expectations and a quick pace ensured that children exercised rigorously. There were very good opportunities for children to refine their work following the teacher's evaluations and teaching of technique and children learned about the impact of exercise on their bodies. Various activities held the children's attention throughout the lesson leading to very good behaviour and enjoyment. In both reception classes, teachers organise activities effectively, explain tasks thoroughly and are careful to ensure that children's muscles are warmed up or cooled down before or after exercise. However, opportunities are sometimes missed for children to discuss and evaluate their own or each other's work.
92. Members of staff take care to ensure children's health and safety by ensuring that sun-hats are worn when working outside. In the lessons observed in the nursery, where children were riding tricycles opportunities were missed for increasing the challenge and interest of the activity, for example, by adding obstacles for children to manoeuvre around or encouraging children to try different skills such as pedalling backwards.
93. The curriculum is satisfactory overall. Children in the reception classes have two specific lessons a week and some additional opportunities to use a trampoline and climbing frame. Children in the nursery have access to the outdoor area for twenty minutes each day. However, nursery children do not have the opportunity to choose to work outside at other times and this is a relative weakness in provision.

Creative development

94. Children's attainment and progress are good overall. In the nursery, children explore the texture of various materials such as corn flour paste and play dough and explore colour effectively through 'colour' days. For example, one day they wore yellow clothes to school and enjoyed preparing and eating bananas at snack time. By the end of the reception year children in the class with younger children make attractive clay plaques of butterflies by using tools to make symmetrical markings. They make colourful collages from a range of materials and make attractive pastel pictures of daffodils. Older reception children sew three-dimensional fish from felt and paint careful pictures of their pets. In both reception classes, children make effective use of an art programme on the computer to draw a range of pictures.

95. Children develop good musical skills, nursery children select instruments to represent types of weather and learn to sing and play loudly and softly to add dramatic effect to their work. Their singing is often hearty with suitable observance of timing and pitch. By the end of the reception year, children use their creativity when choosing instruments to represent characters in a poem and stop and start accurately when following signals from a conductor. Higher attaining children control volume very well. Children in the younger reception class listen carefully to pre-recorded music and enjoy joining in with humorous action songs.
96. In the nursery, children enjoy explaining what they are doing at the role-play airport and are keen to include others in their games. Older reception children play co-operatively when working in the well-resourced 'café' and lower attaining children are confident when explaining their ideas when setting up an adventure park for their toy dinosaurs.
97. The quality of teaching is good with an example of a very good music lesson in the class for older reception children. In this lesson, the teacher had very high expectations of children's performance and was successful in encouraging them to evaluate their own work. Members of staff take great care to ensure that children with special educational needs are included in lessons. Teaching assistants work with these children providing effective individual support and encouragement when necessary so that they have the same level of choice as other children.
98. In some lessons in all three classes the teachers provide templates for the children's artwork. On these occasions there are insufficient opportunities for children to design their own pictures or models or to select the materials they are going to use limiting creativity and opportunities for higher attaining children to work at a more advanced level.
99. The curriculum is good overall. There are very good opportunities for children to learn through role-play and this is a particular strength in provision in the nursery and reception classes. Children are encouraged to help plan how the role-play area is to be set up and members of staff ensure that a wide range of resources are made available to support children's learning. For example, in the nursery the children helped paint boxes to make a pretend airport and aeroplane and members of staff provided pilots' costumes, suitcases and holiday brochures to extend the role-play. Members of staff provide very good support in role-play by providing fresh ideas and new vocabulary when needed to help children expand their ideas.
100. Effective use is made of visitors to make learning interesting. For example, older pupils have visited the nursery to perform music to the children and various animals have visited school as part of a project about pets.

ENGLISH

101. Standards reached by pupils currently in Years 2 and 6 are above the national average in speaking, listening, reading and writing. The school has taken firm action to tackle weaknesses noted in the previous inspection. Standards in handwriting are now sound overall and good in work improved for display. Writing tasks for Year 2 pupils are now more challenging, and higher attaining pupils are doing better. In the National Curriculum Tests in 2002, the number of Year 2 pupils reaching the higher level was well above the national average and that of similar schools, and overall results have been well above the national average for the last three years. The National Literacy Strategy is used well to ensure a consistent approach to teaching and learning through the school, so that pupils make good progress through to Year 6. Results in the Year 6 National Curriculum Tests in 2002 were above the national average and matched the results of similar schools. The number who reached the higher level was well above the national average. Pupils with special educational needs do well because their progress is monitored closely so that instruction and tasks match their needs. They are very well taught when withdrawn for close instruction, and officially recommended programmes are proving very effective in boosting their reading and writing skills. Fewer pupils than average fail to reach the expected level in the Year 6 tests. The school has begun to improve the library, which was noted as a weakness in the previous inspection, but it is

still not used enough. This is limiting the range of pupils' reading experience, particularly of information books, and the development of independent study skills. There is no significant difference between the attainment of girls and boys.

102. Teachers develop very good relationships with their pupils, helping them to take part confidently in class discussions. Pupils generally listen carefully to instruction, and this helps teachers keep up a good pace. They listen politely to others. Younger pupils are very keen to answer when there is an element of competition. By Year 2, most are confident in explaining their ideas to the class, speaking clearly with a good vocabulary range. Pupils in Years 3 to 6 explain their ideas carefully and talk confidently to adults using Standard English. Drama techniques are used occasionally to extend their experience. For example, several pupils in a Year 3/4 religious education lesson took the parts of key people in a wedding ceremony, very successfully explaining their roles and feelings in answer to questions from their classmates. By Year 6, pupils generally read aloud with dramatic expression. They use more formal language appropriately in class discussions. This helps their learning in other subjects where ideas are explored and developed through talk, and they try hard to use the correct technical terms. They work well together in pairs to solve problems. Some pupils give detailed answers to challenging questions, though more could be done to prompt longer and more thoughtful answers. More use could be made of the final review ("plenary") in all subjects to coach speaking skills and set pupils the challenge of taking the lead in speaking at length.

103. Reading books from a wide range of sources are carefully graded for difficulty so that pupils' interest is sustained while their skills are developed in small steps. The skill of sounding out new words to find their meaning is taught systematically. As a result, pupils in Year 2 read aloud successfully from books that are for the most part closely matched to their ability. They have a good understanding of what they read and talk confidently about books they have enjoyed. Pupils having difficulty are given well-focused help, and follow officially recommended programmes of study, so that they build on success. The expectations for homework reading are well established. Many parents give good support by hearing their children read and encouraging their interest. Experience of reading fiction is developed well through the school so that, by Year 6, pupils have favourite authors and can explain and compare their preferences. However, their reading records suggest that, when given free choice, they stay within a narrow range which they can read easily, and this needs closer monitoring to ensure all pupils reach their potential. Lack of experience in reading non-fiction is particularly evident, and more could be done to develop their skills through independent and guided reading in other subjects.

104. Through the school, pupils learn to write for a range of purposes and audiences. The high level of story and poetry writing is a good feature that is very successful in stimulating pupils' interest, shown in well presented displays and class anthologies. Good standards of spoken English are reflected in the wide range of sentence structures and vocabulary in their writing. By the end of Year 2, pupils write clear personal accounts and lively stories. Lower attaining pupils are given additional support and encouragement so that they too write for real purposes, without over-use of narrowly focused exercises. Most pupils spell common words correctly and punctuate accurately. A joined style of handwriting is successfully developed through regular practice, guided by a commercial scheme and teachers' consistently clear expectations. Some work is word-processed; Year 3 produce very good illustrated storybooks for instance. By Year 6, pupils have a good understanding of how to hold the reader's attention in their stories. Their use of dramatic speech and atmospheric settings is often impressive. There are very good examples of creative writing also in history in Years 5 and 6. Pupils generally describe technical processes accurately in other subjects, using the correct terminology. Nevertheless, there are missed opportunities for pupils to write information in different ways across the full range of subjects. Tasks do not consistently expect enough of higher attaining pupils in writing formally at length and in detail. Older pupils generally check their work before handing it in, though they are not always given enough time to do this thoroughly or to improve their work after marking. As a result, some pupils do not benefit from formal exercises and spelling practice because they do not apply this learning to their own work and continue to repeat mistakes over time. However, in general standards of accuracy are good. The quality of writing benefits when pupils develop it in stages, from planning to drafting and editing for display, with opportunities to practise the same kind of writing in lessons that follow.

105. The quality of teaching is good overall. It was very good in a third of lessons seen, evenly distributed through the school. Lessons in all classes are well planned around a clearly defined purpose. This is explained carefully at the start so that pupils know what is expected of them. They show particular interest and often delight when teachers read aloud dramatically. Texts are well chosen for their high interest, and in some lessons more time could usefully have been spent exploring the meaning in relation to pupils' life experiences before moving on to the analysis of language features. Nevertheless, the teaching of such features is generally good and an excellent part of three lessons seen through the school. During direct instruction, teachers express high expectations for attentiveness and the accuracy of answers. They use a range of examples to show how language works. They use the board well to focus attention, summarise key points, record pupils' suggestions and extend them. They reinforce learning in interesting ways, such as choral reading or creating funny catch-phrases as prompts for spelling patterns. Pupils in Year 2 very much enjoyed using individual white boards to note down their ideas, working with a partner. This focused and held their attention effectively. In the best lessons, teachers keep everyone on his or her toes by taking answers from around the class, including those not putting hands up. Slower pupils benefit from more time to work out their answers, for instance by talking with a partner or making notes before answering. The quality of teaching has improved since the time of the last inspection and pupils of differing ability are supported effectively enabling them to take a full part in lessons.

106. Lessons are very well organised and managed. Routines are well established so that pupils settle to work quickly and confidently on independent tasks. These tasks are generally adjusted appropriately for pupils of lower or higher attainment. However, instances were noted where detailed guidelines and worksheets helped pupils of lower ability but restricted the creativity of the more able. Teaching assistants give very good help to identified individuals and groups, generally those with lower attainment, so that they succeed. Some pupils use a thesaurus, word banks and dictionaries as they work, but such independent study skills could be promoted more consistently. In general, not enough time is spent at the end of lesson evaluating the progress of different groups to reinforce the lesson's targets. In their marking, teachers respond thoughtfully to what pupils have written and identify points for improvement. However, their considerable effort does not have the impact it deserves when pupils are not routinely given time for corrections or set further work on their specific weaknesses in following lessons. Appropriate use is made of ICT to support learning in the subject.

107. The subject is well led and managed. The careful analysis of test results and samples of pupils' work has been a key factor in sustaining good standards. It has led to well informed identification of weaknesses in pupils' achievement and the school has prudently sought external advice on appropriate action. Teaching has been improved through substantial professional training, frequent monitoring by school staff and outside agencies, and good teamwork in sharing best practice. Staff work hard and very skilfully to celebrate the best work of pupils of all abilities in displays and class anthologies, so as to stimulate interest and reward success. There is a strong commitment to raising standards and this has been successfully communicated to the pupils, who are keen to do well. The subject has a high profile in the school and makes a good contribution to pupils' personal development. The role of the co-ordinator has been developed successfully since the time of the last inspection.

MATHEMATICS

108. Standards in mathematics are above the national average at the end of Year 2 and Year 6 and better than that found at the time of the last inspection. Most pupils, including those who have been identified as having special educational needs, make good progress as they move through the school and achieve well. Inspection evidence shows there is no significant difference in the performance of boys and girls.

109. Results of the National Curriculum tests in 2002 show that standards at age seven were above those found nationally, which was much better than the previous year. The proportion reaching the higher level was also above that found nationally and a marked improvement on the findings of the last inspection. Boys perform better than girls in tests. Compared with schools in a similar context, standards were similar to those found nationally.
110. In Year 6, the 2002 national test results show that standards were well above the national average and this was similar to results in 2001. The proportion reaching the higher level was well above the national average. Boys performed much better in the tests than girls. When compared with schools in a similar context, standards were above that found nationally. Pupils are well prepared for National Curriculum tests with 'booster' sessions, 'breakfast club' and revision sheets, enabling most pupils to perform very well.
111. Progress since the last inspection has been good and standards have significantly improved across the school. The National Numeracy Strategy has been successfully implemented and is effective in the teaching of numeracy skills. The quantity and quality of equipment, has been improved and is used well. Assessment procedures are now better and the results of National Curriculum tests are carefully analysed to look for areas of weakness. However, in a small number of classes, mental and oral sessions do not always sufficiently challenge pupils and the final session does not always give them enough opportunity to discuss what they have done and learned. Setting by ability across Year 5 and Year 6 means activities are more closely matched to pupils' needs. The use of computer technology as an aid to learning is underdeveloped but the school is well aware of this and has plans in place to improve this area of weakness.
112. By the age of seven, standards of work seen in books and from talking to pupils are above those expected nationally in number, shape, space and measures. Most pupils, including those identified as having special educational needs make good progress and achieve well. They have good mental mathematics skills because of the effective opportunities provided during the mental/oral introductions to lessons. A particular strength is their ability to partition numbers, explain strategies and discuss their work using correct mathematical language to explain why an answer is correct. Most understand place value and order numbers with the more able pupils working with thousands. Most pupils can recognise odd and even numbers and count confidently at least to 100 in steps of 2, 5 and 10. They learn methods for adding 9 and 11 and double and halve numbers with more able pupils working in hundreds. Lower ability pupils work comfortably with numbers to 50, counting in 2's and 5's. More able pupils confidently add tens and hundreds to a given number. Most recognise and use coins to a £1 in shopping activities and soundly change pence to pounds and pence. Most identify and name regular two and three-dimensional shapes and are developing their measuring skills well through a range of activities involving common metric measures. They understand and can interpret tally and bar charts that they have made.
113. By the age of eleven, standards of work seen are above those expected nationally in number, shape, space and measures and handling data because almost half the pupils in the year group are working at a level higher than expected for their age. Most pupils have developed good skills in mental mathematics, have developed their own methods for solving problems by trying out ideas of their own, and often give a clear explanation for their reasoning. They work confidently with numbers in hundreds and more able pupils with much higher numbers. Most have a good grasp of place value and addition, subtraction, multiplication and division. Pupils set work out clearly although presentation skills are not always good enough. Most complete written calculations confidently involving multiplication and division of three digit numbers by one and two digit numbers and add and subtract decimals to two places. They correctly order fractions and understand the link between equivalent fractions, percentages and decimals. More able pupils use this understanding effectively to solve problems involving fractional parts of numbers and measures. Most pupils accurately find perimeters and areas of regular and compound shapes and use a formula to calculate these. They use co-ordinates successfully to locate position and rotate regular shapes. Pupils have a sound grasp of common weights and measures and time using both analogue and digital clocks. They accurately use a protractor to draw and measure angles understanding obtuse and reflex angles. In data handling activities they successfully interpret line and block charts and most understand the

meaning of mode, median and mean. Relations are very good and pupils work very well showing very good concentration and perseverance. They enjoy mathematics and are enthusiastic, showing very positive attitudes and behaviour. By working in small groups and in pairs pupils' personal and social development and speaking and listening skills are developed effectively.

114. The quality of teaching and learning is good overall with examples of very good teaching. Teachers share the purpose of the lesson with pupils making pupils aware of what they will be learning and their clear explanations create interest and understanding. Most teachers have high expectations and good subject knowledge and use mathematical vocabulary effectively. The Numeracy Strategy is well embedded in the school's practice. The three-part lesson structure is well established and there is systematic teaching of counting skills and swift recall of number facts. However, questioning does not always challenge all pupils sufficiently with teachers often asking only those pupils who put up their hands. In the main part of the lesson, teachers usually manage their pupils, time and resources efficiently, although occasionally the session is too long which means pupils become restless and less focused. Activities are usually soundly matched to the needs of pupils although sometimes pupils undertake the same tasks which means for some they are too easy and others too difficult. Lessons usually end with a sound review of what has been learnt when pupils are given the chance to discuss what they have been learning. Occasionally these sessions are too short and pupils are not given sufficient opportunity to explain their thinking. Throughout the school, teachers provide insufficient first hand opportunities for pupils to use mathematics involving real life problems, relying too heavily on worksheets. Teachers regularly mark pupils' work and most provide supportive remarks. However, there are few useful comments to let pupils know how they can improve. Teachers ensure that all pupils are fully involved in lessons and mathematics sessions are fully inclusive. Regular homework activities support and extend pupils' learning and most pupils receive good support at home. Teaching assistants are used well to support groups of pupils in their work.
115. Information and communication technology is not used sufficiently well to aid and extend pupils' learning in mathematics and this is an area recognised by the school for development. Not all teachers know the range of programs available or how to use them effectively to support pupils in their learning. Pupils use mathematics well in other subjects to consolidate their understanding. For example, they are involved in drawing charts and taking accurate measurements in science, using timelines in history, and using co-ordinates and scale in geography lessons.
116. The subject co-ordinator provides good leadership and support to colleagues. However, there is insufficient opportunity for monitoring teaching, learning and pupils' workbooks and this is insufficiently rigorous to identify weaknesses and improve practice. Teachers use the Numeracy Strategy materials, including those on the Internet effectively to plan lessons. This provides good progression in developing pupils skills and knowledge. Analysis of test results is thorough and used well to identify any areas of weakness in pupils' learning. Assessment procedures are well established and there is a portfolio of work samples annotated with national curriculum levels to assist teachers. There is a good range of quality learning resources in each classroom. These are used well to support pupils' learning. Some good quality displays and challenges in classrooms and corridors further raise the importance of mathematics.

SCIENCE

117. Pupils' attainment is above average by the end of Year 2 and Year 6. Standards of attainment have risen since the last inspection. Pupils with special educational needs are well supported and they make good progress in most lessons. There is no significant difference in the attainment of boys or girls or pupils from different backgrounds.
118. Pupils have a good knowledge of scientific concepts. However, their ability to apply these skills to practical situations is less well developed, although satisfactory overall. Whilst most pupils are achieving standards that are appropriate to their prior attainment, potentially higher-attaining pupils are not given sufficient encouragement when carrying out investigations to use their scientific

knowledge to explain what they have found out. Methods of recording findings are generally the same, whatever the ability of the pupil and, again, this is a missed opportunity to extend the learning of more able pupils.

119. Teacher assessments at the end of Year 2 confirm the good standards that are being achieved by pupils. In 2002, they showed that the number of pupils achieving the expected Level 2 was in the top 5 per cent nationally when compared with all and similar schools. The number of pupils achieving the higher Level 3 was well above average when compared with all schools and above average when compared with similar schools.
120. National Curriculum test results at the end of Year 6 fell in 2002, from previous above average levels. In 2002, test results showed that pupils' attainment was in line with national averages. However, when compared with similar schools, pupils' attainment was below average. The school acknowledges that in 2002, too little time was spent preparing for science tests and, although test data from Year 2 and Year 6 shows that these pupils made satisfactory progress overall, they did not achieve as well in science as they did in English and mathematics. The school has successfully addressed this issue this year and pupils have been well prepared for end of Year 6 tests. Pupils have benefited from regular 'breakfast clubs', where key topics have been revised, as well as good opportunities to revise topics as part of their homework. This high level of preparation has been effective in increasing pupils' knowledge. However, it has led to some curricular anomalies. For example, pupils undertook revision work about the 'Earth, Sun and Moon' before studying the topic in depth.
121. By the end of Year 2, pupils have a good knowledge of the topics that they have studied. They successfully describe different habitats and the life cycles of different living things. Pupils know how sound is made and understand what is meant by a healthy diet. By the end of Year 6, pupils confidently explain what a force means and they describe how 'up-thrust' can affect the weight of an object when it is put into water. They study the decaying processes in food, successfully carrying out investigations to show the main factors that cause decay. Pupils have a good understanding of the differences between liquids, solids and gases and successfully categorise materials using a range of complex criteria.
122. Pupils' ability to apply their scientific knowledge to practical situations is satisfactory. They understand what is meant by a fair test and they measure accurately, using equipment such as thermometers. However, more able pupils do not have a clear understanding of the difference between an observation, a conclusion and an explanation. Too often, their explanations merely describe what they can see, rather than using scientific knowledge to explain what has happened.
123. Teaching is better than at the time of the last inspection, when there was some unsatisfactory teaching. The quality of teaching is now good overall, although there continues to be some variation in quality across the school. There was an example of very good teaching seen in Year 3. This lesson was particularly successful because there was a very good pace to learning, with pupils given very good opportunities to learn about how a 'Newton meter' is used to measure forces. Pupils were successfully encouraged to think about how they could apply this new knowledge to an investigation. They were very well motivated, making sensible suggestions about why less force was needed to pull an object on a smooth rather than a rough surface. The teacher used the pupils' ideas effectively to extend learning. For example, when a pupil noted that a different result might be reached if the tray was pulled in a different direction across the carpet, the teacher discussed this with the class, before encouraging pupils to find the answer for themselves.
124. Throughout the school, lessons are carefully planned, normally showing what pupils of differing age or ability are expected to learn. However, this good level of differentiation is not always evident in the pupils' finished work, where it is not clear how the learning of more able pupils has been extended beyond that of other pupils.
125. Teachers have good subject knowledge and prepare carefully for lessons. They make good use of resources and ensure that learning is fun. Behaviour is managed well and pupils quickly become

engrossed in their work. Pupils are well motivated and work very hard. They show good levels of perseverance when given the opportunity to work independently. The occasional misbehaviour and mishandling of resources which was seen at the time of the last inspection is no longer evident, with behaviour now consistently good or better.

126. Pupils are given appropriate opportunities to work on practical tasks. However, there are occasions when pupils could be given more opportunity to work independently and to show more initiative in their learning, for example by devising their own investigations or thinking of their own ways for recording their findings. This has the greatest impact on the progress of more able pupils.
127. Teachers make very good use of ICT in many lessons. For example, pupils in Year 5, produced high quality multi-media presentations to show what they had learnt about the Earth, Sun and Moon. In Year 6, pupils confidently used the internet to find out what is meant by a 'galaxy'.
128. Pupils are given appropriate opportunities to use their numeracy skills in science lessons. For example, pupils in Year 2, draw graphs showing the different eye-colours in the class. In contrast, the overuse of worksheets in some classes means that pupils have too few opportunities to use their literacy skills.
129. The school provides a broad and balanced science curriculum. The time allowed for the subject is satisfactory. However, some lessons are too long and when this happens, the pace of learning slows. Pupils study the same topic across two year-groups. This is a sensible solution to the difficulties caused by having some mixed age classes. However, a scrutiny of pupils' previous work shows that provision is not always consistent from class to class. As a result, the quality of work being produced from the same topic in different classes is not always of the same standard, especially in Years 3 to 6.
130. There are satisfactory systems for assessing pupils' attainment and progress. Teachers regularly mark work. This is most useful when teachers add written comments that help to identify what the pupil needs to do to improve. At the moment, this practice is not consistent across the school.
131. Management of the subject is satisfactory. The recently appointed co-ordinator has a good working knowledge of strengths and weaknesses in the subject and realistic expectations about how to further improve provision. There is a detailed action plan, which sets out clearly key areas for improvement. A recent sampling of pupils' work was helpful in giving an overview of attainment throughout the school. However, there has been no recent monitoring of the quality of teaching and learning in lessons, which means that some inconsistencies have not been identified and remedied.

ART AND DESIGN

132. Art and design is taught in blocks of work and during the inspection lessons for years 5 and 6 only were on the time-table. Judgements on pupils' attainment and progress have been made by scrutinising samples of pupils' work and photographs in addition to observing the lesson on the time-table for Year 6. Pupils' attainment is above national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make good progress throughout the school. Standards have improved since the time of the last inspection, when they were satisfactory overall with some weaknesses in drawing and painting in years 3 to 6. Throughout the school a strength in pupils' work is their creativity and from Year 1 to Year 6 pupils show great individuality in their artwork. There are examples of some very high quality clay work in Year 6. For example, pupils made 'containers to hold a wish' demonstrating a wide range of shapes and techniques. The pupils were inspired to apply their original designs and their personalities come across forcefully in their completed work.
133. By the end of Year 6, pupils make good observational drawings using line and shading effectively. They use a wide range of materials to add texture and depth to pictures. In a recent

topic on 'a sense of place', pupils demonstrated a wide range of skills including the use of water-colour washes, blended pastel work and carefully applied collage. Information and communication technology (ICT) is used effectively to support learning in the subject. For example, a graphic design programme is used well by older pupils to produce high quality work showing good use of space and colour. By the end of Year 2, pupils make vibrant wall hangings of flowers using a range of fabrics, beads and intricate stitching. They make good observational drawings of natural objects such as leaves, wood bark and feathers and interesting sculptures made from twisting wire or plaiting and folding paper.

134. There is insufficient evidence to form a judgement on the overall quality of teaching. In the lesson observed in Year 6, the highly skilled teacher supported pupils effectively as they selected colours, patterns and textures for bedroom designs. Probing questioning enabled pupils to reflect on and refine their ideas. Samples of pupils' work together with teachers' lesson planning provide evidence that a wide range of skills have been taught successfully throughout the school, indicating an improvement in teaching since the time of the last inspection when it was satisfactory overall with some shortcomings. Pupils are encouraged to bring to school artwork completed at home and there is a display board available so that this work can be shared and appreciated. Throughout the school art is given a high profile in attractive displays of work.

135. The very well qualified subject co-ordinator has been successful in developing a good curriculum that includes a broad and balanced range of opportunities. The new scheme of work introduced after the last inspection helps teachers to plan a wide range of skills. Topics are taught over a two-year cycle so that pupils in mixed age classes do not repeat work. A recent art afternoon for all pupils in years 3 to 6 enabled pupils to produce some work of a particularly high standard. The subject makes a good contribution towards pupils' spiritual and cultural development. For example, pupils in Year 6 made pictures representing places important to them such as a garden, bedroom or secret corner.

136. The co-ordinator has clear plans for developing the subject by strengthening the use of ICT and introducing whole school assessment procedures. She has a good understanding of attainment throughout the school by scrutinising samples of work from each class. However, as at the time of the last inspection there is insufficient opportunity for monitoring teaching and learning in the subject.

137. There are good opportunities for pupils to extend their learning outside lessons. For example, older pupils can take part in a popular art club, there are regular visits to art galleries and all pupils have taken part in preparing pictures for a whole school exhibition. As at the time of the last inspection, there are no formal procedures for assessing pupils' work and this remains a weakness. Resources for the subject are satisfactory overall. There are good resources for practical work and a collection of artwork from various cultures is being compiled to support topics being studied. Year 6 pupils and those that attend art club make a lasting contribution to the school by producing murals for the younger children to enjoy and entertaining sculptures to help decorate the very attractive courtyard. Parents are pleased with the provision for art and design.

DESIGN AND TECHNOLOGY

138. Only a few design and technology lessons were on the time-table during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work and teachers' planning and by talking to pupils.

139. Pupils' standards of attainment are in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection and, as at that time, all pupils continue to make at least satisfactory progress throughout the school. Generally, pupils' making skills are better than their designing skills, with pupils using a good range of techniques when making things, but taking less care and being less accurate in the designing aspect of their work.

140. In Years 1 and 2, pupils learn to experiment with materials and ideas, for example when making

a picture with moving parts to go with the story of 'The Three Pigs'. They work carefully with various materials such as paper, card, fabrics, and natural ingredients such as food. Pupils are able to explain how they made 'vegetable and fruit kebabs', describing what they used and what they liked about their final product.

141. Pupils in Years 3 and 4 design and make interesting models of chairs. This topic included a visit to a local art gallery to look at different types of chairs to help them decide which design is best. Many of the finished products are of good quality, showing a good range of techniques and imaginative designs.
142. By the end of Year 6, pupils have further developed their skills of making and designing. Pupils are developing a reasonable knowledge of mechanics, for example, more able pupils are able to explain in their drawings about how a 'cam' or a 'crank' works. They confidently work from a design brief, such as 'Create a shelter with a covering for a special purpose', showing a good understanding of the different processes of designing, making and evaluating. Their plans list materials include drawings and some simple, but useful, annotation to show how materials are to be used. Pupils carefully evaluate products before drawing up their own designs to help them make an informed choice about which design is best for its purpose. For example, when working with food, pupils successfully evaluated different types of bread before designing and making their own loaves in 'The Poringland Bakery'.
143. There is insufficient evidence to make an overall judgement on the quality of teaching. Teaching in the one lesson on the time-table during the inspection was good. The lesson was well organised with teacher demonstrations and practical activities helping pupils to learn how air pressure can be used to control movements and make machines work. This helped to make learning purposeful and, as a result, pupils were well motivated in the lesson. Good use was made of technical vocabulary such as 'pneumatics', 'compression' and 'inflate' to help extend pupils' learning. The teacher successfully encouraged pupils to think for themselves about what their experiments showed them. There was no difference in the behaviour or attitude of boys or girls, with all pupils becoming very involved in their work and behaving well. The teacher gave appropriate individual support to pupils based on a clear knowledge of what they have already achieved and what they are capable of.
144. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Teachers are following appropriate assessment procedures based on the scheme of work. These provide helpful information to help teachers to decide what needs to be taught next.
145. A strong feature of the curriculum is the very effective way that cross-curricular links are established in lessons. For example, in Year 2, the teacher introduced a new topic through literacy and music with the stimulus for the task being the story of 'Peter and the Wolf'. Close links are also made between science and design and technology. This helps to make learning in both subjects purposeful.
146. Management of the subject is satisfactory. The co-ordinator has only recently taken on this responsibility, and has not had the opportunity to monitor the quality of teaching and learning by observing lessons. Nevertheless, she monitors teachers' planning to ensure that all aspects of the curriculum are being taught and is available to give advice to colleagues if they should need it. The co-ordinator's informal monitoring of standards has already identified that pupils' designing skills are not as strong as their making skills, with the need for teachers to introduce this aspect of the subject her main priority for immediate development. Inspection findings support this view.

GEOGRAPHY

147. Standards are above national expectations at the end of Year 2 and Year 6. This is an improvement since the previous inspection when standards at Year 6 met expectations and there was not enough evidence to make a judgement on standards at the end of Year 2. Pupils record their knowledge of the subject in a variety of ways, including drawings, diagrams and written

accounts. This ensures that all are fully involved and make good progress, including pupils with special educational needs.

148. Pupils in Year 2 successfully interpret maps, atlases and globes to find their village in relation to the school and the world beyond. Recent work based on a storybook Scottish island has been used well to develop pupils' skills in making and interpreting maps. They show good understanding of how the environment affects people's ways of life, compared with their own experience. They know a range of technical terms and use them correctly in their writing.
149. By Year 6, pupils have a sound understanding of characteristics of life in an African village, and the impact of modern development on a traditional culture. They show good knowledge of water use and use technical terms correctly in explaining river formation and coastal erosion. They are confident in finding significant information in charts and photographs, some found by searching the internet. They understand how to interpret maps in different scales, though their skills in drawing maps are under-developed.
150. The quality of teaching is good overall, with an example of a very good lesson. Lessons are well planned and resourced so that learning has a clear focus. In the best lessons, the teacher's enthusiasm and confident subject knowledge catches pupils' interest and makes them want to find out more for themselves. For example, the Year 6 teacher gave a gripping account of the delights of the forthcoming residential visit to the Isle of Wight, with a very well informed review of geographical aspects that could be studied on the journey and in fieldwork at the centre. This held pupils' keen attention, and prompted many thoughtful questions. They then worked in teams with a strong sense of purpose in the highly focused task of planning routes according to different specifications. Pupils gained significant confidence in using detailed maps of the south of England, solving many additional challenges such as identifying notable features, major towns and counties on the way. In Year 3, the teacher's skilful questions probed and deepened pupils' understanding of recycling, building on their good general knowledge gained from home life and making very good links to their work on materials in science. It is a relative weakness in some lessons that the same task is given to all pupils, limiting the opportunity for more able pupils to work at a more advanced level.
151. The headteacher is managing the subject satisfactorily on a temporary basis until a new co-ordinator is appointed. Resources are satisfactory overall. Standards are assessed according to National Curriculum expectations but the information is not used consistently to guide the tasks set for pupils of differing ability. Use of information and communication technology is developing soundly, notably internet research. The subject makes a good contribution to pupils' personal development through the study of other cultures but particularly through the promotion of strong personal views and beliefs in response to environmental concerns.

HISTORY

152. Standards meet national expectations at the end of Year 2 and Year 6. There was not enough evidence at the last inspection to judge standards at the end of Year 2, but they were above expectations at the end of Year 6. Pupils' work this year shows sound coverage of the programme of study, with pupils making satisfactory progress, but not enough time is spent on the subject to raise standards above those expected. Pupils with special needs are given additional help and appropriate work so that their progress matches that of other pupils. Pupils' attainment by the end of Year 6 is lower than at the time of the last inspection.
153. By the end of Year 1, pupils have a satisfactory understanding of significant changes over time in the context of their own families and everyday life. For instance, they compare household equipment of former times with those of their own experience. Pupils in Year 2 note correctly the differences shown in pictures between living rooms of the Victorians and those of today. Those with lower attainment label the pictures to show the differences while more able pupils expand their ideas in written explanations. Pupils correctly sequence the main events in the lives of famous people, such as Guy Fawkes and Florence Nightingale.

154. Pupils in Year 6 have a sound understanding of some significant periods of British history including the Tudors, Victorians and changes since the 1930s. Recent work in Years 5 and 6 on the civilisation of ancient Greece shows sound understanding of life of the times expressed through an imaginative range of viewpoints. For instance, pupils show good insight into differing ideologies by writing a letter on Spartan military training techniques seen through the eyes of an Athenian spy. They make reasoned deductions in interpreting evidence from a range of sources, including objects, photographs, pictures and stories. This work is well presented, but coverage is limited in total, and few pieces develop their knowledge in depth.
155. No lessons were on the time-table during the inspection so no judgement can be made on the quality of teaching. Evidence from pupils' books indicates that the approach taken is usually stimulating, but not enough is expected of pupils with the potential for higher attainment. Too often they are given the same tasks as other pupils, with no evidence that they are expected to produce more or better work. There are too few opportunities for independent study using reference books and other resources.
156. Leadership and management of the subject are satisfactory overall. However, the co-ordinator does not have enough time to monitor teaching and learning with a view to raising standards. Assessment procedures are satisfactory and are guided by the level descriptions of the National Curriculum. However, pupils' progress is not monitored closely enough for teaching to be closely adjusted to match learning needs. The scheme of work follows official recommendations and there are satisfactory resources. Learning is strengthened through links to other subjects, notably geography and art. Visits to museums and sites of historic interest extend pupils' knowledge and enjoyment of the subject, making a good contribution to their cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

157. Standards in information and communication technology (ICT) are broadly in line with national expectations by the end of Year 2 and Year 6. This shows very good improvement by the age of eleven since the last inspection, when standards were considered to be well below expectations. The school has worked very hard and successfully to improve the range of resources, fully implement the programmes of study and raise the quality of teaching through staff training. This has resulted in rising standards especially in Years 3, 4 and 5 and pupils now make good progress overall in these year groups. The school realises that further developments are necessary and ICT is an area for continued improvement in the school development plan.
158. By the end of Year 2, pupils' knowledge and understanding are improving. Most know how to control the mouse, dragging and dropping words and pictures, moving text around the screen, and saving and printing their work. Most understand how to use the space bar, shift key to make capital letters and the delete key. They use an art package and simple tools such as spray and fill to produce colourful pictures. Pupils enjoy computer activities and most show good concentration and perseverance as they log on and type out simple text or playing a maths game. They usually work in pairs, taking turns and supporting each other well. However, pupils' understanding and knowledge about the wider benefits of ICT is less well developed.
159. By the end of Year 6, most pupils load up computers confidently, retrieve, amend, and save their work to their personal files. They know how to use a wide variety of fonts, sizes and colours, position text and pictures and use the spell-checker effectively. They share and exchange ideas using an art package by designing and printing pictures, or retrieving them from clip art collections. They combine these with writing and add borders to produce attractive pieces of work such as posters. Using multi-media software, they have made some good presentations. They understand the use of spreadsheets and add information using formulae. Most understand how to use the Internet and CD ROMs to find information to support history and geography topics. Pupils who have regular access to a computer at home, display more confidence, skill and knowledge than others. However, pupils' understanding of the wider use of ICT and its benefits in the world, is below

expectations. Pupils are well motivated and are keen and eager to learn which means they have good attitudes and behaviour is good. When they work with a partner, co-operation is usually very good and this encourages personal and social development very well.

160. Improved resources and well-structured skills teaching are having a good impact on raising standards throughout the school. There are good examples of exchanging and sharing information in Years 3 and 4 where pupils have made good quality play script booklets based on traditional fairy tales illustrated with clipart pictures. They have produced a school database framing their own questions and produced a branching database linked to mini-beast habitats in science. Most Year 5 pupils confidently use a multi-media package to produce interesting presentations about the planets using a range of techniques such as fading and links with sound which are above expectations. They use a spreadsheet and formula to show the area and perimeter of a set of rectangles.
161. The quality of teaching is satisfactory overall with examples of good and very good teaching. Teachers have at least sound subject knowledge, from recent training, which they use well to teach basic ICT skills. Well-prepared lessons ensure that an appropriate range of work is provided for pupils to develop these skills. Teachers usually introduce new work through focused whole class sessions clearly sharing with pupils what they are learning at the beginning of the lesson. Sessions are sufficiently long to allow most pupils to successfully complete tasks during the lesson. Teachers manage pupils well and as a result pupils' behaviour and attitudes are usually good. However, computers in classrooms are not always used enough to support learning in other curriculum subjects. All pupils, including those with special educational needs, are fully included into all ICT activities. There are some good links with other subjects such as art, geography and history. Access to computers at home gives pupils the opportunity to practise and reinforce skills and support homework activities such as undertaking research and using the internet. There are satisfactory procedures for monitoring pupils' attainment and progress.
162. The subject co-ordinator is very enthusiastic and knowledgeable, provides very good support and guidance to colleagues and leads by example. There is a clear understanding of what needs to be done to raise standards further and a clear action plan. The co-ordinator has worked hard to produce effective subject planning linked to national guidance which now provides good continuity and progression of skills across the school. It is based on a two year rolling programme to cater for the mixed age classes and is linked to weekly self-evaluation and end of unit assessment and recording sheets. Monitoring of teaching and learning is effective through lesson observations and the annual evaluation of a portfolio of pupil's work. A good range of ICT resources including digital camera, scanner, graphics tablets, cassette recorders, CD player, keyboards, and televisions and video recorders are used effectively. The digital camera is used well for recording pupils' work and activities. These resources are insufficiently linked to developing pupils' knowledge and understanding of the use of ICT. Most teachers use computers effectively to plan lessons and generate labels and writing for displays. This enhances the importance of the subject and the quality of classroom displays, so that ICT has a high profile in the school. A popular computer club, run by the co-ordinator, provides good opportunities for pupils to develop their computer skills. Computer evening workshops have also been held for parents and the local community so that they know what pupils are learning and doing. The school has recently updated resources using government grants, donations from the local community and money raised by the parents to provide modern computers in classrooms.
163. The school has developed a high quality website promoting the school very well. It displays comprehensive information about the school, displays of pupils' work and a comments page where anyone can comment about the school.

MUSIC

164. Pupils' attainment is above national expectations by the end of Year 2, and in line with national expectations overall by the end of Year 6. All pupils, including those with special educational needs, make satisfactory progress over time and are included in all activities. By the end of Year 6, Pupils demonstrate satisfactory singing skills in lessons, assemblies and during choir practice. They know the names of many instruments and how they are played and listen carefully to pre-recorded music. Higher attaining pupils who are learning to play specific musical instruments have good knowledge of musical terms, evaluate their own performances and read musical notation well. By the end of Year 2, pupils maintain their own part well when singing, playing a simple rhythm or chanting. They keep a steady pulse and are beginning to keep in tune even when singing without adult support or accompaniment. Pupils' attainment and progress are broadly the same as at the time of the last inspection, with improvements in Years 1 and 2.
165. The quality of teaching is satisfactory overall with examples of good and very good teaching. In the very good lesson in Years 1 and 2, the teacher had very high expectations of pupils' performance and a very carefully structured lesson resulted in pupils singing and playing three simple parts tunefully with good diction and sense of timing. The teacher took care to ensure that all pupils were involved in making music throughout the lesson. The very high levels of participation encouraged pupils to show very good attitudes, behaviour and enjoyment. In the good lesson in Years 3 and 4, the teacher helped pupils to understand the connection between size of instrument and range of pitch through effective demonstration. There were good opportunities for pupils to increase their understanding by composing and singing their own simple pieces of music showing change of pitch. Taken as a whole, the quality of teaching is not as high as that seen during the last inspection when more lessons were taken by a music specialist.
166. In all lessons, teachers explain the purpose of tasks clearly and are prepared well for lessons. They take care to use and explain musical vocabulary such as 'timbre', 'pitch' and 'canon' and review what pupils have learnt at the end of the lesson. These aspects of teaching help pupils to take an interest in their work and respond positively. However, an occasional lack of pace or limited opportunities for participation in practical tasks makes some lessons less inspiring than others. During the inspection some classrooms became very hot in the afternoon sessions and this made it more difficult for pupils to maintain concentration.
167. Leadership and management of the subject are satisfactory. The new subject co-ordinator is knowledgeable and enthusiastic and has clear plans to increase the opportunities for groups of pupils to perform at school and to develop the use of ICT. Whilst there have been no opportunities for her to monitor teaching and learning she has taught each class and this has helped her to gain knowledge about pupils' attainment throughout the school.
168. Overall, there are good learning opportunities in music and the curriculum is suitably broad and balanced. A new scheme of work supports members of staff in their lesson planning and ensures that pupils develop a wide range of skills at an appropriate rate. A more structured approach is an improvement from the time of the last inspection when there were inconsistencies in the curriculum. Parents are pleased with the very good opportunities for older pupils to take part in activities outside lessons. A large number of pupils have additional music lessons in guitar, flute, saxophone, clarinet and the recorder. After school and lunch time clubs for the descant and tenor recorder, a choir and an exceptionally good orchestra practise to perform in public and take part successfully in competitions and concerts. The school regularly takes groups of older pupils to see opera or ballet at the royal opera house and visiting musicians perform in school. However, there are limited opportunities for pupils in Years 3 to 6 to sing or to appreciate music in assembly.
169. There is a good range of pre-recorded music and percussion instruments representing various cultures and these are used appropriately. For example, in one lesson in Years 5 and 6, pupils listened to and started to learn an aboriginal song. Assessment arrangements are informal and teachers keep their own records of pupils' attainment and progress. A lack of consistency in the way teachers monitor attainment and progress has continued to be a weakness from the time of the last inspection.

PHYSICAL EDUCATION

170. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Pupils with differing needs, including special educational needs, are well integrated into lessons and make good progress, reaching appropriate levels of attainment for their ability.
171. In Years 1 and 2, pupils work enthusiastically in gymnastics lessons. They follow instructions carefully and produce imaginative sequences of movements including rolls and jumps. They show increasing control when balancing, using different parts of their body to make interesting shapes. Pupils have a reasonable knowledge of the effects of exercise on their body, for example explaining how their muscles feel after they have been stretching. They perform their sequences confidently, but are given little opportunity to evaluate each other's work.
172. Pupils in Years 3 and 4 learn to swim, using the facilities at a local school, and standards are average. They develop an appropriate range of skills and, by the end of Year 6, most are able to swim at least 25 metres, which is in line with national expectations.
173. By Year 6, pupils are beginning to develop a range of athletics' skills, although general fitness levels are quite low, with many finding it hard to run a circuit of the school field. They participate well in activities, developing satisfactory jumping techniques, showing good control at take off.
174. The quality of teaching is satisfactory overall, with examples of good teaching throughout the school. Teachers' planning is very detailed and, in the best lessons, new skills are carefully introduced, with good account being taken of the needs of pupils of differing age or ability. For example, in a good lesson in Years 1 and 2, the teacher ensured that there was sufficient challenge for all pupils by varying the resources that were used. Older pupil used a long-handled bat, whilst younger pupils used a short-handled bat. This meant that pupils were able to make good progress in developing hitting or throwing skills, whilst working on broadly similar tasks.
175. Teaching is less effective when the pace of the lesson drops, and pupils spend too long sitting listening to the teacher rather than working on developing skills. Despite this, teaching is never less than satisfactory and in most lessons, there is a good pace to learning and the teachers' enthusiasm means that pupils are well motivated and try their best. Behaviour is consistently good, and pupils respond well to the challenges that they are given. For example, in a Year 5 lesson, the teacher made great demands on pupils' ability to co-operate and trust each other, as they worked on a series of challenges involving moving blindfolded classmates around an obstacle course. Pupils did this very sensibly and concentrated well. In this lesson, praise was used effectively to help the less able, and one-to-one support was provided when needed.
176. The curriculum is carefully planned using a commercial scheme of work and includes all aspects of the National Curriculum satisfactorily. Medium term planning is detailed and shows how pupils are to develop skills over time. Teachers assess learning in lessons, and use this information to help them decide what they need to teach next. These arrangements are satisfactory, although the subject co-ordinator has rightly identified the need to introduce, throughout the school, a more consistent approach to recording pupils' attainment and progress.
177. Management of the subject is satisfactory. The co-ordinator supports colleagues effectively and has a reasonable understanding of areas for development. However, there has been little opportunity for the co-ordinator to monitor the quality of teaching or to undertake a detailed review of pupils' attainment by observing them at work in lessons.
178. Occasional use is made of visits by coaches from various sports, such as tennis and football, to introduce pupils to new activities and supplement learning that takes place in the classroom. There is a cricket club and pupils compete successfully in local cross-country races and in cricket

matches, as well as against each other in some lessons and on sports days. However, other than this, the range of extra-curricular activities and opportunities to take part in competitive sport are limited for the size of school. This is an area of provision that the school has identified for itself as an area for improvement.

RELIGIOUS EDUCATION

179. Standards are broadly in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6 and are similar to those found at the time of the last inspection. All groups of pupils, including those identified as having special educational needs, make steady gains in their knowledge and understanding as they progress through the school.
180. In Year 2, there is limited evidence of pupils' written work although pupils know more than they have recorded. They identify a person special to them and understand that people belong to different groups which often have special symbols. Pupils understand the importance of belonging to a family and the different roles people play. Most pupils are aware of some stories that Jesus told such as the 'Good Samaritan' and the 'Lost Sheep'. They have an understanding of different festivals such as Christmas and Easter but their awareness of religious festivals of other religions is less well developed. Pupils are aware of characters and stories from the Old Testament such as the 'Creation', 'Joseph and his coat of many colours' and 'Noah and his ark'. They have visited the local church and understand how the building is used. They write their own prayers and are aware of the Lord's Prayer and some of its meaning. Pupils enjoy their lessons and show a sound interest in their work.
181. In Year 6, most pupils know that religious writings are common to the major religions, their names and to which religion they belong. They have a sound awareness of the symbols, artefacts and festivals associated with the major faiths. Pupils understand the different ways that groups express their beliefs through special celebrations, rituals and duties and compare these with their own. They have visited local Church of England and Roman Catholic churches and most can satisfactorily describe the inside and the significance of the furniture found such as the altar, pulpit and font and make comparisons. However their understanding of the names of religious buildings of other faiths is less secure. Most have some awareness of Christian ceremonies such as baptism, marriage and funerals and that people have personal, moral and cultural values and commitments, many of which are grounded in religious belief. They know about stories Jesus told such as the 'Good Samaritan' and 'Prodigal Son', and characters from the old and new testaments such as Adam and Eve, David and Peter and Andrew. Pupils have a good knowledge of the life of Moses and have written some imaginative reports from different viewpoints.
182. The quality of teaching is satisfactory overall and broadly the same as at the time of the last inspection. Although lessons observed during the inspection were judged to be good, a scrutiny of pupils' workbooks clearly indicates inconsistencies in the quality of teaching and learning between classes and in the depth and rigour in which some lessons are delivered. Evidence indicates that lessons do not take place on a regular basis and there are inconsistencies in the presentation of pupils' work. Lesson planning does not always clearly indicate what pupils are expected to learn and do. Teachers' knowledge and understanding is variable and this has an effect on the quality of teaching and learning. They usually share the purpose of the lesson with pupils so that they are aware of what they are to do. However, there are missed opportunities for pupils to undertake focused conversations, develop speaking and listening skills and promote their personal and social development. Questioning is often directed at those who put their hands up so that some pupils are insufficiently involved in discussions. All pupils usually undertake the same activities, so their differing needs are not always matched well. There is often a lack of expectation and challenge for higher attaining pupils in particular. There are some examples of effective and imaginative use of literacy, for example writing as a reporter, or translating a story into a modern day example. Marking provides little guidance for pupils on how they can improve with some over generous comments which gives pupils a false impression of their performance.

183. Leadership and management are satisfactory overall. However, the subject co-ordinator has insufficient opportunity to monitor teaching and learning to identify strengths and weaknesses and to ensure lessons are delivered with sufficient rigour and depth. There is some informal monitoring of teachers' planning, but no monitoring of standards against the requirements of the locally agreed syllabus. The co-ordinator provides good support for colleagues, but has little understanding of standards across the school or the quality of teaching and learning. The curriculum is satisfactory overall with a two-year cycle showing when topics from the locally agreed syllabus should be taught. However, medium and short term planning does not always provide sufficient guidance and detail for teachers to plan and deliver lessons. Assessment procedures are inconsistent and insufficiently linked to the requirements of the locally agreed syllabus. There is a satisfactory range of resources including videos to support teaching. These are well organised and readily available in a central area but there is no up-to-date resources list so that teachers know what is available. The use of information and communication technology for research and drafting work is underdeveloped. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. . For example, links with the local churches are well established.