

INSPECTION REPORT

KING'S SUTTON PRIMARY SCHOOL

King's Sutton, Banbury

LEA area: Northamptonshire

Unique reference number: 121841

Headteacher: Mrs C. Woodward

Reporting inspector: Mrs F. D. Gander
21265

Dates of inspection: 23rd – 26th September 2002

Inspection number: 248290

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Richmond Street King's Sutton Banbury Oxfordshire
Postcode:	OX17 3RT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rona Rowe-Davies
Date of previous inspection:	7 th –10 th June1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21265	Mrs F. Gander	Registered inspector	Science Design and technology Art and design Information and communication technology Special educational needs Equal opportunities	Information about the school How high are standards? How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
9052	Mrs H. Barter	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?
23079	Mr A. Everix	Team inspector	English Music Religious education	
23010	Ms L. Watson	Team inspector	Foundation Stage Mathematics Geography History Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King's Sutton School is a smaller than average sized primary school. It is situated in the village of King's Sutton on the outskirts of Banbury. The pupils mainly come from the village but some live in other surrounding villages and towns. During the last two years the numbers have increased by twenty one per cent and there are now 170 pupils between the ages of 4 and 11, with twenty per cent of the pupils being under the age of six. There are twenty pupils in the reception class, who during their first half-term attend part time. Most have attended the playgroup, which is situated within the grounds of the school. Pupils' attainment levels on entry to the school are broadly average, but overall in the school there are thirty one percent of pupils identified as having a special educational need. Five of the pupils have a statement of special educational need. These two figures are higher than national average. The number of pupils entitled to free school meals is very low at 5 per cent, and very few pupils are learning English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very effective school. Its very good ethos for learning ensures that pupils have very good attitudes to school, find learning exciting and have excellent relationships with one another. During the last three years, the staff, governors and parents have worked hard, under the excellent direction of the headteacher to improve the school and the quality of education it provides. As a result, there are high expectations for attainment, achievement and behaviour, teaching is very good for older pupils, standards are continuing to rise, and the school's performance has risen to above the national average. The percentage of pupils reaching the higher levels in national tests is high, and pupils are mature and are very well prepared to transfer to secondary education. The school also ensures that pupils with special educational needs are fully included in all aspects of school life, are very well supported and taught so they make the best possible progress and attain nationally expected levels in tests. All resources, including the finances are used very well to ensure that the school achieves its aims, and as such the school provides very good value for money.

What the school does well

- There is a high percentage of very good and good teaching, which along with the very good ethos for learning ensures that the standards in English, mathematics, and science are high and pupils have very good attitudes to learning.
- There is very good emphasis placed on pupils' personal development, including moral, social and cultural awareness, and because of this, pupils behave very well, and have excellent relationships to one another.
- The headteacher provides excellent leadership, and with the very good support of the governors has ensured that the quality of education and the standards achieved have improved greatly in a short amount of time.
- The school provides a very wide range of learning opportunities for all pupils, and along with the very good support given to pupils with special educational needs, results in all pupils achieving well and making good progress.
- The school has developed very good links with its parents and the community.

What could be improved

- There are no major areas that are in need of improvement, and the few minor improvements required already form part of the school's improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in 1999 when it was judged to have serious weaknesses. Since then it has been monitored by Her Majesty's Inspectors and was judged to be an improving school. This has continued, and very good progress has been made during the last two years. The school's performance in the national tests at the end of Years 2 and 6 has continued to rise. The quality of teaching and learning has improved and there is a higher percentage of good and very good teaching. The quality and appearance of the buildings has improved greatly, and due to the fund raising efforts of the community, the pupils now have an information and communication technology room. The greatest improvements have been made in the quality of the leadership and management, the assessment and monitoring of pupils' progress, the relationships between staff and their commitment to improving the school, and the school's partnership with its parents.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	B	A*	A	well above average A above average B Average C below average D well below average E
Mathematics	A	C	A	A	
Science	A	C	A	A	

When children enter reception their overall attainment is average, although there are some who are attaining above average and also some who have special educational needs. Due to the breadth of experiences provided and the good teaching in the reception class, children make good progress. By the time they move into Year 1 almost all have attained the early learning goals, are already working within National Curriculum levels and all achieve well.

Pupils' performance in the national tests at the end of Years 2 and 6 in English, mathematics and science have improved considerably over the last three years. In 2002, the school's performance in the Year 2 tests were well above the national average, and when compared with similar schools. Likewise, the Year 6 results in mathematics and science were well above the national average, and were higher than in the previous year when there were a higher percentage of pupils with special educational needs. The results for English were in the top five percent of schools nationally. The overall performance of the school when compared with all schools is well above average. When compared with similar schools, the results of all three subjects were also well above the national average. The school exceeded its targets, and work seen during the week of the inspection confirms these standards. Almost all pupils with special educational needs in Year 6 attained the nationally expected level, and this confirms that the school works hard to help pupils achieve well in relation to their prior attainment.

In other subjects of the national curriculum pupils achieve well and attain nationally expected levels. By Year 6, the standards are above in information and communication technology,

history, and physical education and in music. In some subjects, such as art and design, design and technology, and in religious education the school does not have sufficient evidence to judge that standards are higher than satisfactory. There are no differences in the attainment of boys and girls, although the boy's performance is slightly better than nationally. There is no difference in the performance of pupils of different ability or background.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are enthusiastic learners and want to achieve their best.
Behaviour, in and out of classrooms	This is very good. Pupils are aware they represent the school and they are proud to be part of it.
Personal development and relationships	Relationships throughout the school are excellent, especially between boys and girls. The personal development of pupils is very good, and by year 6 they are very mature.
Attendance	Pupils' attendance is very good. Pupils are keen to come to school and lateness is very rare.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall and there is no unsatisfactory teaching. It is good or better in over three quarters of lessons, and very good or excellent in a third. It is very good in the classes for older pupils, and all teachers teach literacy and numeracy well across the school. Teachers, in all lessons put great emphasis on the development and use of literacy and writing skills. Generally pupils are managed very well and there are high expectations for good behaviour. As a result, pupils concentrate very well, sustain interest in their work, and display very good attitudes and want to learn. The ethos of the school plays a significant part in the teaching and learning process. However, in a small number of lessons there are instances where the management of the few pupils with greatest difficulties in behaviour requires a firmer approach. The teaching of information and communication technology by the specialist teacher is very good, and as a result pupils' attainment is above average. However, teachers do not make sure that pupils use the computers in the classroom enough. Music in Years 3 to 6 is also taught very well. Pupils with special educational needs are taught well, as are the pupils who do not speak English as a first language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good overall, and is particularly enhanced by the school's links with the community, and by personal, social and health education. Literacy and numeracy are well implemented and the emphasis on literacy is high in all subjects. The provision for information and communication technology and for music is very good. The school provides a very good range of extra curricular activities.
Provision for pupils with special educational needs	This is very good. Pupils' needs are well identified and they are effectively supported in the classroom, and in small teaching groups where extra emphasis is given to specific difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. The school has a very good ethos in which all pupils are seen as individuals and are positively valued. Their personal development is given high priority within the curriculum, especially for development of their social, moral and cultural, including multicultural, awareness. Spiritual development is good.
How well the school cares for its pupils	This is a caring school where high priority is given to the physical and emotional well being of pupils. There are good procedures for assessing and monitoring pupils' attainment, progress, and personal development.
How well the school works in partnership with parents.	This is very effective and, as a result, parents are very pleased with the information they receive and the quality of the educational provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the new headteacher has provided the staff with a vision for a continually improving school, where pupils attain high standards in a happy and caring environment. Staff have developed management skills and confidence to carry out their responsibilities. There is an excellent commitment to improvement.
How well the governors fulfil their responsibilities	This is excellent. The support and dedication provided by the governing body since the last inspection have enabled the headteacher to achieve the improvements that were needed. They actively shape the direction of the school development.
The school's evaluation of its performance	The school is developing its self-evaluation very well. The information that is gathered from monitoring provides very appropriate priorities for school development and improvement. They centre on raising standards, the quality of the teaching and learning and the well-being of all who work and learn in this community.
The strategic use of resources	There has been very good financial management over the last three years and this has led to the school becoming more financially secure. The budget is linked very well to the school's priorities for development. Resources are used very well, and the school is very good at achieving the best value. Overall staffing and learning resources are good. Accommodation is satisfactory, although the hall and reception class are

	too small, and restrict the type of activities that can be planned.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the teaching is of a good standard. • That the school expects pupils to work hard and do their best • That the school helps pupils to become mature and responsible. • That the school is well led and managed. • That the school works closely with parents. • That behaviour is good. 	<ul style="list-style-type: none"> • The amount of homework given to pupils. • The range of activities outside lessons.

Inspectors agree with all of the very positive views that parents have expressed about the school. The amount of homework set is not unusual compared to the majority of primary schools and it is consistently used very well to supplement class work. The range of activities outside lessons is also very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards have improved greatly since the last inspection, especially at Year 6 where there had previously been a decline in attainment levels and pupils were underachieving in English, mathematics and science. The results of the national tests for the year 2002 show a considerable increase in the number of pupils reaching the higher levels, especially in writing and in mathematics in Year 2. In Year 6 the standards have also increased considerably with over half of the pupils attaining the higher level in English, and almost three-quarters attaining it in science. Pupils' work in both Years 2 and 6 seen on the inspection confirms these standards.

2. When children enter the reception class the majority have attended the playgroup, and have attainment levels that are in line with those normally expected for children of that age in all areas of development. However, the range of attainment is wide and within the reception class there are children who are attaining above the levels expected and a few who have special educational needs, mainly in language and literacy. During their time in the reception class, school assessment shows that all children make good progress in all areas of development. By the time they enter Year 1 their attainment levels have increased, and many are already working at National Curriculum levels.

3. In the year 2002, the overall performance of pupils in Year 2 in the national assessment tests was well above the national average in English, mathematics and science. When compared with similar schools, the school's performance was also well above average in all three subjects. This was because the number of pupils reaching the higher levels was much greater than the national average. These results were much higher than in the previous year and show a considerable improvement over the previous years.

4. In 2002, the performance of pupils at the age of eleven in the national assessment tests in English was well above the national average, and the performance of the school was in the top five percent of schools nationally. The school's performance in mathematics and science was also high and was, in both subjects, well above the national average. When compared with schools that have a similar number of pupils entitled to free school meals, the results also put the school's performance well above average in all three subjects. The results show that pupils made good progress between the years 3 and 6, as the results were above average compared with their prior attainment in Year 2. The results were better than those in 2001 when there were a greater number of pupils with special educational needs in Year 6. Over the last three years the school's performance has improved considerably, and the school is out performing its targets.

5. In **English**, standards in reading are well above those expected nationally by the end of Year 6. This is due to a consistent approach to teaching and assessment across the school, including the keeping of good reading records and monitoring information by teachers throughout the school so they can chart progress. Standards in writing are well above those expected nationally. This has been a focus for school development, especially for improving pupils' handwriting and spelling. In other subjects, such as science and history, good use is made of specialist vocabulary, and emphasis is placed on writing and presenting work in a variety of ways. Teachers place a good emphasis on displaying vocabulary connected with current work and encourage pupils to use it in their writing. By Year 6, standards in listening are very good and for pupils currently at the start of this year's Year 6, standards in speaking are above those expected nationally. Speaking and listening feature strongly in most lessons

and are positively developed from a young age. The school has effectively implemented the literacy strategy and this has had a positive impact in raising standards, especially since the last inspection.

6. In **mathematics**, evidence from lessons observed and analysis of work confirms standards are well above those expected nationally both by the end of Year 2 and Year 6, and have risen since the last inspection. Pupils, including those with special educational needs, make good progress and achieve well. The effective and consistent approach to teaching the subject using the National Numeracy Strategy, the tracking of pupils' progress throughout the school, and the use of assessment information to provide appropriate work for pupils of different abilities are good. The teaching of Year 6 pupils by a specialist teacher of mathematics is having a very beneficial effect on the levels they attain. A similar situation exists in **science** where a specialist science teacher teaches Year 6 and some lessons in Year 5. The standards reached by the end of Year 6 are well above that expected nationally and the number of pupils reaching level 5 is very high this year. Standards reached by the end of Year 2 are above those expected nationally. In addition to specialist teaching, the emphasis placed on investigation and enquiry is consistent across the school and is the result of the specialised training for staff. This is an improvement since the last inspection.

7. Standards in **information and communication technology (ICT)** are above national expectations by the time pupils' reach the end of Year 2 and Year 6. This is because of the effective decision by managers to timetable the subject as discrete lessons for all pupils, and for it to be taught by one specialist teacher. This is providing continuity in teaching, expectations, and assessment. Pupils are therefore making very good progress in most aspects of the subject but because the resources are new to the school they have not yet covered the 'control and monitoring' aspect of the subject.

8. Pupils' levels of attainment in the other subjects of the national curriculum are generally in line with national expectations. In **art and design, and in design and technology** the standards of work are overall in line with those expected nationally. All pupils achieve satisfactorily in these subjects and standards have been maintained since the previous inspection. However, there are insufficient pieces of work kept by the school to show pupils' levels of attainment and individual achievement.

9. Standards in **history** have improved since the previous inspection, and are above national expectations in Year 6. In **geography**, the majority of pupils achieve the expected standards by the end of Years 2 and 6. Analysis of their work shows that they make satisfactory progress in the subject. In **music**, standards have improved since the last inspection and by the end of Year 6 pupils attain above national expectations. Pupils currently at the start of Year 2 are attaining standards similar to those expected nationally and their achievements are satisfactory, while those in Years 3 to 6, make good progress and achieve well. Pupils with musical talents make very good progress, and instrumental tuition by school staff and visiting specialists enable these pupils to reach high standards. All pupils from Year 3 upward, whatever their ability, have opportunities to learn to play a variety of instruments, including strings, woodwind and brass. Currently, forty-seven per cent of pupils in the relevant year groups take up these very good opportunities.

10. In **religious education**, standards of work are in line with national expectations throughout the school, although there is insufficient written evidence to demonstrate pupil's progress and achievements, and therefore not enough evidence to judge whether overall standards have risen since the previous inspection. Overall, standards in **physical education** in Years 2 and 6 are above that expected for pupils of similar ages. They make good progress throughout the school, and some successfully represent the school in local

sporting competitions. The standards achieved in this subject have been maintained since the previous inspection.

11. Pupils with **special educational needs** make good progress and achieve well in relation to their previous learning. This has been maintained since the previous inspection. The pupils are meeting the targets set in their individual education plans (IEPs) well. The support given to individuals, and to small groups of pupils who are withdrawn from class, has a positive effect on their learning. The timetable for withdrawing pupils for specific teaching ensures that they do not miss the same lesson each time. The few pupils in the school who have significant special educational needs are included in all aspects of school life.

Pupils' attitudes, values and personal development

12. Since the last inspection, pupils' attitudes have strengthened further and they are now very good. This has a very positive impact on their learning and school life. Their behaviour and personal development, which are also very good, have shown further improvement and relationships in the school are excellent. Parents say that their children are very enthusiastic about coming to school and taking part in everything that the school has to offer. They feel that pupils' behaviour is 'exceptionally good' and are pleased that there is no anti-social behaviour or bullying.

13. Pupils' attendance is very good which means that there is no disruption to their learning. Attendance levels have improved even further since the last inspection and there are few unauthorised absences. Pupils are keen to come to school and arrive punctually.

14. Pupils' attitudes to school are very good. The youngest children in the reception class who have only just started school are settling well, are beginning to learn class routines and to share and get on with others. In lessons, pupils settle down quickly, pay attention and show great interest in their work. They readily join in discussions, willingly share their ideas and are confident to both ask and answer questions. They concentrate well and try very hard to present their work neatly. When stimulated by interesting work, such as in science and information technology, pupils show particularly high levels of enthusiasm and motivation. Although only at the beginning of the academic year, pupils in Year 6 already have a mature and sensible approach to their work that will stand them in good stead for their move to secondary school. Pupils are keen to participate in all the activities that the school provides. There is a high take-up for after-school clubs, residential visits and instrumental music lessons. Pupils talk enthusiastically about visits outside school and participation in community activities such as preparing Harvest Tea for local elderly people.

15. Pupils' behaviour in lessons and around the school is very good. They are studious and quiet, co-operate well with one another in paired and group work and are sensible when moving around the building and going out to the computer suite and library. Pupils are lively and happy and although some younger pupils tend to fidget and can be excitable, they respond well to small reminders from adults. A few pupils have significant behaviour difficulties and are very well supported by adults to help them learn what is acceptable behaviour. Pupils treat the school and its resources very well. They tidy up after activities, close doors and help to keep books tidy in the library. They are clear about the school's expectations of behaviour and rarely have to be reminded about the class rules, which they have negotiated together. At lunchtime and in the playground, pupils are sociable and readily mix with others in different age groups. Older pupils are very caring of the younger ones and help them to play together. There have been no exclusions from the school.

16. Pupils are making very good progress in their personal development. The school is a happy and inclusive community in which pupils develop confidence and learn to get on with

one another. The excellent relationships between all members of the school are a particular strength and support pupils' learning very well. Pupils listen carefully to others and show a great deal of empathy to others' feelings and emotions, for example, when Year 4 pupils discussed loneliness in a personal and social education lesson. Pupils in Year 6 are mature and have well-developed social skills which set a good example to others. They respond very positively to their different teachers and are well organised with their homework activities. This is preparing them well for secondary education. All pupils work well together in small groups and pairs and enjoy healthy competition when participating in teamwork. Pupils are able to work independently and to use their initiative, for example, when selecting books for research from the library. Pupils are keen to take responsibility and readily help adults when asked. Year 6 pupils speak very positively about the school, their work and their teachers. When asked to describe King's Sutton Primary School, they said, "It's comfortable and relaxing and there are a lot of people to make friends with. The work is hard but you are not afraid to ask for help. The teachers are really nice and they want you to do well." These very positive comments demonstrate the high regard that the pupils themselves have for the school.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good overall. There are a significant proportion of lessons that are very good or excellent especially in the classes for older pupils, and in information and communication technology lessons. The quality of teaching and learning has improved from the last inspection when there were some unsatisfactory lessons and fewer examples of good and very good teaching.

18. Teaching and learning is at least satisfactory in all lessons, good or better in over four-fifths, and very good or excellent in a third of lessons. Teachers' planning is very good as it is very detailed, includes the different learning needs of pupils and their achievement. Teachers also ensure that in all lessons, such as in information and communication technology, science and history, they are emphasising the development and use of literacy, including writing, so that all pupils can reinforce their learning of basic skills. The inclusion of numeracy is good in information and communication technology and science but is there is less emphasis in other subjects. Teachers manage the behaviour of all pupils very well and have high expectations for good behaviour. As a result, all pupils sustain interest in their work, display good attitudes and want to learn. However, there a very small number of pupils with special educational needs in the area of behaviour, and, because on the week of the inspection, these pupils were being taught by teachers new to them, they were not always managed firmly enough. In these lessons, the flow and pace of the lesson was interrupted, and the quality of learning for other pupils was disrupted.

19. Teaching is good overall in the Foundation Stage. There are a wide range of activities planned every day, good emphasis on language and literacy and good balance between formal and informal teaching. The planning takes account of the wide range of age and attainment in the class, and a variety of activities are planned so that younger children who cannot yet sustain full attention for a long session are motivated and learn to concentrate. There is pace and purpose to all lessons and time is well used.

20. The overall quality of teaching and learning is good in English, mathematics, science and music in Years 1 and 2. It is very good in English and music in Year 3 to 6, and good in mathematics, science, art, history, and physical education in these years. It is very good in information and communication technology across the school as one teacher is responsible for teaching it to all year groups. The quality of this teaching is at times excellent and because the teacher's expectations are very high, pupils attain high levels. Activities are expertly planned so that pupils make very good progress in their knowledge, understanding and skills

in the lesson. The session is short and by the end pupils have all learnt new skills, new vocabulary, and produced a piece of work to demonstrate their learning and have been assessed.

21. The quality of teaching and learning is very good in the classes for older pupils where the teachers are more experienced, and where there is specialist teaching, such as for mathematics and science. Teachers have a good level of knowledge in most subjects, and especially in English, mathematics and science. Literacy and numeracy are taught well. In all lessons, teachers start by sharing the learning objectives of the lesson with pupils so that they understand what they will learn. All lessons finish with a session where the teacher assesses their learning by asking relevant questions. Where teaching is very good, teachers demonstrate an enthusiasm for the work and give pupils a wide range of opportunities and activities. In the majority of lessons pupils are expected to read, write, gather information, and discuss their work and findings with the rest of the class.

22. The quality of teaching and learning for pupils with special educational needs is good and has been maintained from the previous inspection. Teachers, in their planning, make sure that all pupils are included in the learning activities and the work set for pupils of differing abilities is achievable. The support provided by the learning support assistants both in the class and for withdrawal for specific work ensures that pupils make the best possible progress. Learning support assistants are very well prepared and briefed about the learning activities or the targets that pupils will be working towards.

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

23. The quality and range of learning opportunities provided throughout the school are very good. This is a significant improvement since the last inspection. All National Curriculum subjects and religious education are allocated sufficient time. A good balance between subjects has been established and the curriculum meets statutory requirements. Great care is taken to ensure that the curriculum is relevant to the needs of all pupils, for example, in planning for pupils with special needs and ensuring that higher attaining pupils are appropriately challenged.

24. The long and medium term curriculum planning is of good quality, and short term planning has improved and is now consistent throughout the school. Yearly planning is clear and detailed, and teachers use these well to prepare activities that meet the needs of all pupils in their classes. The National Literacy Strategy and National Numeracy Strategy are well established, and the way the school has implemented them has been effective in raising standards. Pupils make good use of their literacy and numeracy skills in other subjects. For example, in history lessons, pupils use their descriptive skills well when writing accounts of life in Victorian times, and in geography, pupils use grid references to locate places on maps.

25. The curriculum for children in their reception year is good and has improved since the last inspection. It provides well for children to learn basic language, number and physical skills, develop their knowledge and understanding of the world and provides for their cultural, personal, social and emotional development. This contributes significantly to their good achievement and prepares them well for their study of the National Curriculum subjects when they enter Year 1.

26. The school provides a very good range of additional activities, such as seasonal sports and music, which take place regularly throughout the year. The curriculum is extended well through a wide range of visits and visitors to the school. Pupils' experiences are enriched by visits to local museums, places of worship and period houses. Pupils in Years 2 to 6 are

also given the opportunity to participate in residential visits. The school ensures that all pupils have equal access to these activities. Residential trips have a significant impact on pupils' personal development whilst enhancing areas of the curriculum, such as science, geography, physical education, and design and technology.

27. The school places a great emphasis on pupils' personal development. Provision for pupils' personal, social and health education is good. Since the last inspection, the school has worked hard to produce a coherent programme. This has been successfully implemented, and for older pupils also contains elements of citizenship. There are regular opportunities for pupils to develop their confidence and sense of responsibility. For example, they consider what makes a good citizen and, through the St John's Ambulance First Aid course, gain knowledge and skills they can use within the community. The school has an effective school council, which is encouraged to contribute to school life. For example, some school rules were changed after consultation with members of the council. The school has appropriate policies for sex education and drug awareness and these topics are sensitively addressed in personal, social and health education lessons and at other times. This area of the curriculum is well supported by the community police and school nurse.

28. The school has very good relationships with the local community and benefits significantly from its support. The community's strong commitment to the school has enabled it to provide pupils with a well-equipped library and information and communication technology suite, which are also used regularly by past pupils and adult members of the village. Local churches provide resources for the library and pupils benefit from visits to places of worship where they learn about the nature of the artefacts to be found there. Many members of the community offer support within the school day and community fundraising provided additional equipment for use by pupils during lunchtime. The school choir performs for local elderly people and participates in the District Choir Festival. Pupils feel part of the community and regularly contribute written and art work to the King's Sutton Times. Elderly villagers are invited to the school for the Happy Harvest Tea when pupils serve them tea and cakes. The Annual Art Exhibition, hosted by the school, exhibits work produced by the local art club and by each class in the school. Pupils regularly benefit from the expertise provided by local sports clubs.

29. The school also has very strong links with the local playgroup and secondary schools. Playgroup and reception children regularly share activities. This ensures that children feel more confident when they start their Reception Year. Year 6 pupils spend a week at the secondary school they will attend and also benefit from additional design and technology lessons they attend at the school. Staff liaise regularly to ensure pupils continue to make good progress in Year 7. Past pupils come back to the school to talk to Year 6. All these experiences promote a smooth transition to the next stage in pupils' education.

30. The overall provision for pupils' personal development is very good. It is reflected in the mature and sociable conduct of pupils by the time that they reach Year 6. All the aspects contribute well to pupils' development of citizenship. This is very good improvement since the last inspection when provision was only satisfactory.

31. Provision for pupils' spiritual development is good. Pupils are valued as individuals and they are encouraged to respect others and the world in which they live. Assemblies are well planned and have time for reflection and prayer. In one assembly for older pupils, the recent tragedy in Soham was introduced and pupils reflected on how pupils from the school might be feeling at the start of the term. The music played when pupils enter the hall, the singing and instrumental accompaniment, created an atmosphere for reflective thought. In religious education pupils are given good opportunities to explore their own and others' faiths. This is reinforced through visits to local places of worship including a Hindu temple. Pupils

describe how much they enjoy learning from local clergy and members of other faiths. In lessons, pupils are given some good opportunities to reflect and to consider deeper issues. For example, Year 4 pupils were asked to listen to the lyrics in the Beatles song 'Eleanor Rigby'. This prompted a good level of discussion about feelings of loneliness and the plight of others, such as the homeless. Work on death rites in other cultures also showed how Year 2 pupils had considered what the death of others meant to them. However, spiritual development is not specifically planned in lessons and, during the inspection, a few opportunities were missed for pupils to reflect.

32. Pupils' moral development is promoted very well, and is underpinned by the school's strong caring ethos. Great store is placed on the teaching of moral values and on pupils' understanding the behaviour expected of them. This was evident, for example, when, unprompted, a pupil stayed behind after a lesson to apologise for his behaviour. There is a positive ethos of respect, which is promoted by all staff, and the headteacher takes a clear and effective lead in this area. Opportunities are provided within assemblies and during lessons to remind pupils how they should behave and of the difference between right and wrong. Pupils discuss the rules for their classroom and those on display show such attributes as care and respect for one another. During lessons there are good opportunities for pupils to discuss moral issues. For example, in a history lesson pupils enacted a Victorian village meeting and discussed whether the exclusion of most women from decisions was just. In an information and communication technology /citizenship lesson pupils were presented with a scenario involving a bicycle accident in which they had to make responsible decisions and learnt that assumptions about people can be misleading. In a wider context, pupils are encouraged to show care and concern for others, for example by acting as hosts to local elderly residents and raising money for national and local charities. Pupils are encouraged to use their own initiative, for example in organising Blue Peter sales for various causes.

33. The social development of pupils is also promoted very well. In many lessons, pupils are encouraged to work together in groups and, through discussion, to come to an agreement on issues. For example, in a Year 2 religious education lesson, each group agreed on reasons for the Prodigal Son's actions and was asked to explain their reasons by the teacher. The school also provides a number of opportunities for older pupils to accept responsibility, such as helping to set up assemblies, working as library monitors, tending the plants and helping to care for younger pupils. Younger pupils in Years 1 and 2 also are expected to act as 'playground' buddies to children in the reception class. Year 6 pupils take part in a school council. They consult with younger classes and the headteacher and staff seriously consider any issues they raise, such as school rules. The school receives a wide range of visitors including local clergy, musicians and artists who work alongside pupils and this contributes to be discussed. A governor represents the school at meetings and the pupils take responsibility for their own minutes. The council's representations are taken well to the development of social skills. Further opportunities are provided through educational visits, including residential trips for pupils from Year 2 upwards. Regular performances and productions involve pupils working together for a common goal.

34. Pupils' cultural development is very good. They are provided with a wide range of experiences to extend their cultural awareness. Visits and visitors to the school provide a very useful basis for learning about past and current cultures. For example, in history pupils recently visited a local manor house; drama groups have come to the school to perform; the school hosts an art exhibition, where pupils' work is exhibited alongside adults; and an artist 'in residence' has worked with pupils. The contribution of music is strong in promoting cultural development. The choir and orchestra are very active and perform publicly at several events. A 'performing arts' evening for parents includes music, drama and dance. The school is keenly aware of the need to widen pupils' awareness of other cultures. Within lessons

including literacy, geography, religious education, music and art, pupils learn about other cultures. For example, during lessons observed, pupils listened to and commented on African and Chinese music. Year 6 pupils described how they had enjoyed learning about art from Kenya. In religious education studies, visits to a Mosque, Hindu Temple and Synagogue help pupils understand how different faiths influence peoples' lives. A link with another school with a wider range of cultures in a nearby town has involved exchange visits, and children from Chernobyl have spent a day in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the last inspection, the school has significantly improved the standard of care that it provides for its pupils. It has addressed well the key issues relating to health and safety, pupils' behaviour and has made some progress towards improving its child protection procedures although the policy still needs to be accepted by the Governing Body.

36. Parents are very positive about the pastoral care that is provided for their children and are confident that, while their children are safe and secure, they can also easily approach the school with any concerns that they may have. They feel that there is very good promotion of behaviour and that any difficulties between children are dealt with immediately and fairly.

37. The school has very good arrangements for ensuring that pupils and staff work in a safe and secure place. Members of the governing body, who have good expertise and offer very good support to the school, have carried out a comprehensive health and safety audit. Regular checks and risk assessments are completed and health and safety concerns correctly prioritised. There are suitable arrangements in place for regular fire drills and checks of equipment. All staff care well and sensitively for pupils who hurt themselves or are unwell. The provision of basic first aid knowledge for pupils as part of their personal and social education is a very positive feature of the curriculum.

38. Procedures for monitoring attendance are satisfactory and comply with statutory requirements. The school has high expectations that pupils will attend and, because parents are aware of this, pupils' attendance is very good. The school is very quick to follow up unexplained absences where necessary, but this is not usually needed.

39. The school's procedures for monitoring and promoting behaviour are very good. Staff are consistent in their high expectations that pupils will behave well. They treat all pupils alike and have excellent relationships with them. Pupils respond very positively to this. Individual pupils with behaviour problems are monitored through individual education plans and are managed and supported well by teachers and other adults. Class rules, negotiated with pupils at the beginning of the year, are simple and easily understood and only occasionally need to be referred to by staff to remind pupils of expectations. Bullying is a rare occurrence and pupils say that if they are at all worried staff listen carefully to their concerns and stop problems quickly.

40. Procedures for monitoring pupils' academic and personal performance are good overall and have improved significantly since the previous inspection. Assessment on entry to the school is used well to identify children who might require extra support. There are consistent and effective procedures for monitoring and recording pupils' attainment and progress in English, mathematics and science. In addition to the compulsory tests at the end of Year 2 and Year 6, the school uses tests in Years 3, 4 and 5 to provide information on the progress pupils are making year by year. Results from these are analysed and good use is made of these to project likely future achievement in Years 2 and 6. In addition, the school has used assessment procedures well to identify pupils who are in need of additional literacy or numeracy support.

41. Appropriate procedures for assessing pupils' attainment are in place in most other subjects and are linked to the National Curriculum through the schemes of work. Records reflect well what pupils have learnt in the lessons, based on the objectives the teachers have set but the quality and details of the of the records varies between teachers. Consequently, although the pupils' annual reports show details of assessment and pupils' individual achievements, the ongoing record keeping on which these are based varies between teachers. Marking is used regularly to support and develop pupils' learning, but the helpfulness of the comments for pupils varies between classes. The best examples are positive and encouraging, but in some instances it does not indicate how pupils can improve their work. Teachers use the information they gather on pupils' attainment to guide their planning and this is now good. Activities and tasks in lessons match individual pupils' previous skills and understanding in areas, such as in number work and mental mathematics. Target setting for groups of pupils is explicit and reflects their needs well.

42. Pupils' academic progress is supported and monitored well in English, mathematics and science through the record keeping, but this does vary for other subjects. Teachers, throughout the pupils' school life, compile an individual record of achievement, which gives a good picture of progress, achievement and personal development. The assessment of children at the end of the reception class is thorough and provides information on how well these children have progressed in the year. The monitoring of pupils' progress in personal development is more informal and based on teachers' knowledge of individual pupils. Learning support assistants who work with individual pupils make a significant contribution in this area in both informal settings and more formal planning time.

43. The school uses good procedures for identifying pupils who have special educational needs. Teachers assess pupils' progress well. The new Code of Practice for Special Educational Needs is fully implemented and used well to structure the support given to the pupils. All individual education plans are regularly reviewed and these are used alongside the overall assessments made of pupils' progress to inform future planning. Pupils who need special levels of support are identified at an early stage and are well supported at classroom level or in a small group teaching situation where teaching concentrates of literacy, writing and numeracy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Since the last inspection, the school has very successfully addressed the key issue relating to the unsatisfactory partnership with parents. It now has very effective links with them because it provides them with high quality information, communicates extensively with them and works hard to involve parents in their children's learning and the life of the school. There has been a reversal of the previously high levels of parental dissatisfaction and parents are now very pleased with what the school provides, their children's achievements and the significant improvements that have been made. As a result, parents show great confidence in the school's future, to such an extent that pupil numbers are rapidly rising and many parents make this the school of their choice.

45. Parents at the pre-inspection meeting spoke very highly about the school, the levels that pupils achieve and the partnership that the staff have with them. These positive views were also reflected in the parents' questionnaire where very few parents showed any dissatisfaction with any area of the school's work. The inspection team agrees wholeheartedly with parents' positive views.

46. The quality of information provided for parents is very good, particularly in the reporting of pupils' achievements and progress in reports. This is a feature that parents

specifically commented on at the parents' meeting. Parents also appreciate the quality of the regular newsletters, including those from the governing body. At the last inspection, parents said that they were not well informed about what their children were learning. They now say that they are given information at the start of topics and recognise that this is still being developed for pupils in Years 3 to 6. There is very good communication and regular contact with parents at the start and end of the day. Parents are able to speak to teachers at termly consultation evenings and are actively encouraged to speak more informally and regularly to their children's teachers and, for younger pupils, through home-school reading diaries. There are very good opportunities for parents to learn more about the school's curriculum through workshops in, for example, literacy, numeracy and science. These are well attended by most parents. The school continues to forge positive links with the small number of parents who are not as well involved as they would like them to be. Through its very good association with the playgroup on the school site, the school forges very good links with parents before their children start school. This helps both children and parents to settle quickly into school life.

47. The school is fortunate to have very good support from parents. This has a positive impact on pupils' learning and creates a friendly 'family' atmosphere. A large number of parents regularly help in all areas of the school and give very good quality support to teachers in activities such as hearing pupils read, supporting groups in lessons and sharing their own skills with pupils. The annual 'decorating day' before Christmas is a particularly popular event when pupils, parents and staff work together to make decorations and gifts. There is a very active and supportive Parent, Teacher and Friends association that holds frequent fundraising and social events and encourages all parents to support the school and to get involved with its activities. Through its work it has provided a large number of resources for the school and it was instrumental in the successful fundraising effort in the local community for the new computer suite. There is very good involvement of parents in their children's learning at home and school. Most parents hear their children read and support their homework activities well and this has a considerable impact on pupils' attainments and attitudes. There is excellent attendance at parents' evenings, sports events and concerts. Parent governors have a range of experience and expertise. They support the headteacher and staff very well, and are keen to get involved in school life and to help it develop further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The quality of leadership and management has improved since the last inspection. The headteacher provides excellent leadership that centres on pupils achieving their very best in a happy and caring learning environment. There is a vision for further development but at the same time changes are being paced and timed to co-incide with available funds and priorities. This has appropriately centred on raising standards, quality of teaching and learning, and improvement to the building. The organisation of the school has been clearly thought through so that targets, such as to achieve single age classes, have been achieved well before the date set. As the improvement of the school has become obvious to parents, then the applications for admissions have increased and put the school in a better position financially to implement its changes.

49. The majority of staff are new to the school since the previous inspection. They are carrying out their responsibilities well and with enthusiasm, and there is an excellent shared commitment to improvement. The deputy headteacher has provided stability and dedication throughout the period of change, has carried out her new responsibilities, for example for assessment, very well, and along with the headteacher provides a good role model for the quality of teaching. Staff all work very well as a team; the planning and co-ordination of the curriculum are very thorough and coherent. The aims are very comprehensive, are reflected in the daily life of the school, and there is an expectation that people will work hard, but with

enjoyment. All people learning and working in the school are treated equally and fairly. Boys and girls get on well together, as do pupils of different abilities and backgrounds.

50. The senior managers and the governors are developing school self-evaluation well. All who work in the school know its strengths and weaknesses very well. Much of the self-evaluation is therefore on an informal level, but very good action is taken on the information that is gathered from monitoring, although the management is not using new technology to help in the evaluation of the monitoring. Priorities for school development and improvement are excellent. There is very good strategic planning and financial management to target its resources on specific areas of school improvement. Examples of this include: establishing high quality provision in the new information and communication technology room, using additional and specialist teachers to raise standards in specific subjects, and to refurbish and decorate the building. The headteacher and key staff, including subject co-ordinators, provide the governors with good quality information about the school's strengths and areas for improvement. The headteacher makes very effective use of this information in presenting governors with thoroughly costed options for spending.

51. The support provided by the governors through the last three years has been excellent. They have given many hours of their time freely because they care about the education that the school provides. They have been very active in shaping the future of the school, have an excellent understanding of the strengths and weaknesses, and fulfil all of their responsibilities very well. Since the last inspection the headteacher and governors have made very good progress in addressing the issues identified for improvement. Governors are very involved in the monitoring process, giving very good support for the self-review of the curriculum through a programme of structured committee meetings and regular monitoring of teaching and reviews with co-ordinators.

52. Financial planning is very good and expenditure is clearly linked to the school's priorities. This is a significant improvement from the last inspection, and weaknesses in day-to-day administration have been fully addressed. The school has managed its expenditure very carefully over the past few years with a small financial carry over from year to year. The governors' main priorities have been successfully achieved. Funds granted to the school, for example to improve information and communication technology facilities, and provision for pupils with special educational needs, have been used very well. The new information and communication technology suite has significantly improved pupils' learning and standards are now above average by the end of Year 5. Money spent on special educational needs has been used to provide effective support staff and ensure there are appropriate resources available to teachers. Learning resources and the accommodation are used efficiently to support pupils' learning.

53. All necessary procedures are in place for monitoring expenditure, and the principles of best value are applied very well. The school compares its performance with schools nationally. This and other information from monitoring pupils' performance and learning is used to help improve practice and meet the challenge of raising standards. When considering competitive quotes for work or supplies, the school ensures that those chosen give the best value rather than just the cheapest cost. The school consults and considers all members of the school community, including, when appropriate, parents and pupils.

54. The school is well staffed with suitably qualified teachers with a range of experience and expertise. The use of specialist teaching staff has a very good impact on the quality of pupils' learning and standards of achievement and, in Year 6, helps pupils to become accustomed to the secondary model of subject teaching. Pupils benefit greatly from the good quality support provided by qualified teachers and teaching assistants who support their learning. There are good arrangements to welcome and train staff who are new to the school

and those who are newly qualified teachers. The school provides good opportunities for trainee teachers to take up placements as part of their training. There are good arrangements in place for staff training, which are closely linked to the school's priorities for development and for specialist areas, such as the support of pupils with autism. The school's administrative, care taking and midday staff also make a good contribution to the hardworking team.

55. The school's accommodation is satisfactory. Since the last inspection, the school has managed to successfully convert dilapidated outbuildings into a smart and functional computer suite and library. These are well used by pupils and have a marked impact on their learning. Internal areas have been improved with the addition of cloakrooms and a food technology area. Classrooms are satisfactory in size and are well enhanced by displays of pupils' work and attractive murals. The outside area is satisfactory and there are plans to further develop the pond area into an environmental learning feature. While accommodation is satisfactory overall, the governors have recognised that the hall and the reception class are too small, and that the outdoor play facilities for the foundation stage are inadequate. Plans have been produced which will extend these areas, but as yet funding has not been found.

56. The school has a good range of resources to support learning in most subjects and has improved these since the last inspection. The provision of books, both in the library and in classrooms, has improved, so too has the number and use of computers to support pupil's learning. The school is aware, however, that computers in classrooms are now out of date and in need of upgrading to match the quality of those in the computer suite. The library, although small in size, is bright and cheerful and very well organised so that pupils can easily find books and browse the shelves to find books that interest them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The school does not have any major areas in which improvement is needed. However, the governors and headteacher, as part of whole school development, should consider the minor improvements:

- Ratify the draft child protection policy. (Paragraph: 35)
- Establish a consistency in the recording of assessment details for the foundation subjects. (Paragraph: 41,87).
- Continue pursuing financial opportunities so that the plans for the improvements to the building can be achieved. (Paragraph: 55.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	22	5	0	0	0
Percentage	5	28	55	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	170
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	54
English as an additional language	No of pupils
Number of pupils with English as an additional language	
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	1.0
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	12	13	13
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	96 (82)	100 (86)	96 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	13	13	13
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	93(82)	100(86)	100 (86)
	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	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	11	11	11
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	97(93)	100 (79)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	17
	Girls	11	11	11
	Total	29	27	28
Percentage of pupils at NC level 4 or above	School	100(83)	93 (72)	97 (79)
	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	161	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR –Y6

Total number of qualified teachers (FTE)	7.9
Number of pupils per qualified teacher	21.5
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	146.5

FTE mean s full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	418157
Total expenditure	417078
Expenditure per pupil	2453
Balance brought forward from previous year	21500*
Balance carried forward to next year	8600

**This is a carry forward of grants and capital development funds.*

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.7
<hr/>	
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	170
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	1	0	1
My child is making good progress in school.	57	38	0	0	4
Behaviour in the school is good.	54	40	0	0	6
My child gets the right amount of work to do at home.	33	46	6	2	9
The teaching is good.	78	20	0	0	2
I am kept well informed about how my child is getting on.	53	37	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	16	1	0	1
The school expects my child to work hard and achieve his or her best.	71	25	0	0	3
The school works closely with parents.	44	46	2	0	6
The school is well led and managed.	76	20	2	0	2
The school is helping my child become mature and responsible.	63	33	0	0	3
The school provides an interesting range of activities outside lessons.	37	49	6	1	6

Other issues raised by parents

The main issue raised by the parents who attended the meeting was the smallness of the building especially the hall. They would like to see this enlarged so that it was safer for physical education and large enough for whole school events.

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

58. Children enter the reception class in the autumn term of the school year in which they will be five. For the first month they attend the morning session only to enable them to gradually adjust to school life. Children's attainment on entry is variable, but on average is in line with that expected nationally for children of the same age. The quality of teaching in the reception class has improved since the last inspection and is now consistently good. As a result, all children including those with special educational needs make good progress during their first year at school. By the time the children move into Year 1 almost all have achieved the early learning goals in all areas, and some have exceeded them especially in language and literacy, mathematics and personal and social education.

59. All adults in the reception class are involved in planning, teaching and assessing children's needs and achievements. The curriculum has improved since the last inspection and is now good. Staff know the children and their families very well and ensure children feel secure, valued and happy in school. They prepare them well to transfer to Year 1. The classroom has plenty of books, practical apparatus and materials for creative activities. The teaching and learning areas for reception children has been enlarged and improved since the last inspection and staff and parents have worked hard to provide a stimulating environment for the children. New resources have been purchased to enable children to benefit from outdoor activities and there is a grassed area, with shade in which the children can play. However a safe designated all weather area is yet to be provided.

Personal, social and emotional development.

60. This area of development is emphasized throughout the children's time in the reception class. Reception children, who have only been in school for three weeks, happily come to school and have become familiar with the morning routines and are beginning to approach activities with confidence. Discussion with Year 1 pupils demonstrates they made good progress during their year in the reception class. Children are encouraged to be independent and are regularly given opportunities to plan their own activities and learning. They thoughtfully select tasks, such as painting, role-play or working with friends using construction materials. They learn to listen to each other and to respect each other's ideas. Adults provide very good role models, always treating each other and the children with courtesy and respect. Children learn to look after their environment and are encouraged to tidy up at the end of each session. Children work well together, sharing resources and helping each other, for example when putting finished paintings on the drying rack and finding a new glue stick when a friend's has run out. When matching objects by colour, children search for additional objects to build each other's collections. Adults promote independence by ensuring that equipment is accessible and easy to use.

Communication, language and literacy.

61. Teaching is consistently good in this area. Children are encouraged to listen with interest and concentration to rhymes, each other's accounts and to instructions. Adults show that they value children's efforts at communicating by listening to what they say and ensuring all children's contributions are valued. The regular support given to those with special educational needs enable all to feel involved. Most children are willing to express their ideas and opinions and many do this well. They take pride in explaining how they select

materials for a piece of artwork and listen attentively to the reasons for awards the children have received at Assembly. Children enjoy looking at books and enjoy listening to rhymes and stories. They know how to handle books correctly and regularly take them home to share with their families. Children recognize most letters and many correctly write their names. They sequence pictures from nursery rhymes correctly and make good attempts to retell the rhymes. By the end of the reception year children are writing their own stories, using simple punctuation and correctly spelling many simple words. This is an improvement since the last inspection. Children take pride in their work and enjoy sharing it with their friends and with adults.

Mathematical development.

62. The teaching of numeracy is good and children, including those with special educational needs, achieve well. Standards have been maintained since the last inspection. Most children correctly count to twenty, such as when counting class photos, and the majority are writing numbers up to nine. By the end of the reception year children have a sound understanding of addition of two numbers up to ten. They understand terms, such as largest and smallest, and order containers correctly when playing with water. They know that the largest container holds the most water. Children match pairs of shoes, explaining clearly their reasons, for example, size and shape. Many know the names of two-dimensional shapes, such as circle, triangle and square. Resources are organized well, enabling children to gain confidence in using them appropriately. Children are encouraged to use the correct vocabulary, such as longer and shorter, and are developing a good understanding of a wide range of mathematical terms.

Knowledge and understanding of the world.

63. Reception children are given a wide range of experiences to broaden their knowledge and understanding of the world. They show great interest when presented with new knowledge and information, and are eager to share their own experiences with the teacher and the class. They know the names of many farm and wild animals and explain how to look after pets. When learning about the life cycle of a butterfly they correctly describe the changes, and also how the countryside changes in the springtime. Following a visit to a farm, the children recognise and name machinery that they saw, for example, a hay cart, butter churn and water pump, and are able to explain their uses clearly. Children's investigation skills are developing well and when making boats from potatoes, they make good suggestions as to how to make them float or sink. They use appropriate terms such as "too heavy". Children understand the concept of time and identify toys they would have had as babies, comparing them with toys they use now. All children, including those with special educational needs, are gaining computer skills. For example, they use the mouse to select items on the screen, such as nursery rhymes they would like to watch and listen to.

Physical development.

64. This area of learning is well planned and children make good progress. Children move carefully, with sensitivity and an awareness of others. This is evident both in the classroom and outside in the playground. Children demonstrate good spatial awareness and quickly learn to manoeuvre carefully big-wheeled toys. They share and take turns very well, sensibly discuss how to control their "vehicles", and confidently state which is the easiest to "drive". Children's skills in manipulating and using equipment are satisfactory. They show, when cutting out pictures, that they use scissors carefully and safely. They arrange and position the pictures with care, checking that they are in the correct order before sticking them to the page. During art experiences, children use brushes and sponges correctly, and are developing good co-ordination, especially when handling delicate materials. The quality of

teaching is good and children are praised for their efforts, especially when showing and sharing their work to the rest of the class.

Creative development.

65. Teaching is good and children progress well. Children are provided with good opportunities to experiment with a wide range of resources, such as paint, card, tissue and fabric. Their work provides stimulating displays around the classroom. Children demonstrate individuality when painting fish and octopi and work with care when contributing to a large class collage illustrating "If You Go Down In The Woods...". They correctly name colours and know that brushes and sponges create different effects. Their family portraits indicate a developing sense of proportion. Children enjoy listening to and singing nursery rhymes and are developing a sense of pitch. Many are sufficiently confident to sing alone. They use their voices well when mimicking 'The Three Bears' and are learning to produce loud and soft voices to match the music they listen to.

ENGLISH

66. Standards in English are well above average by the end of Year 6 and above average at the end of Year 2. Children enter the school with skills that are broadly those expected for their ages, with some having low levels of literacy skills. Pupils' achievements are, therefore, good by the end of Year 2 and very good by Year 6. Higher attaining pupils are challenged and make very good progress overall, as do those with special educational needs who are supported well by teachers and teaching assistants. The older pupils make the most rapid progress where teaching and learning are of a high quality. Improvement since the last inspection is very good. Standards are higher because teaching is of a much better quality, the subject is now very well led, expectations are high, and the use of assessment information to guide pupils' learning is much improved.

67. In 2002, the school's performance in tests was very much improved with a sharp rise in the numbers attaining above average scores. All pupils in Year 2 reached national levels in writing and nearly all in reading. Over half attained above average levels in reading and almost a third in writing. Nearly all pupils in Year 6 reached the expected level or higher, with fifty-one per cent attaining the higher level. The overall attainment for Year 6 pupils was well above the national average and puts the school in the top five percent of schools nationally. The results are also well above average when compared with schools with a similar proportion of free school meals. The school has had an above average number of pupils with special educational needs over the past few years, many of which have had difficulties in literacy. These pupils achieve well and many attain the nationally expected level. An analysis of the test results shows that Year 6 pupils' results were well above those expected when compared with their performance in the Year 2 tests in 1998. This reflects the much-improved rate of learning in recent years. There are no significant differences between the attainment of boys and girls.

68. Standards in reading are well above those expected nationally by the end of Year 6. This is due to a number of factors including a consistent approach to teaching and assessment. From early in Year 1, pupils are taught a number of strategies, including a good emphasis on letter sounds, to help them read more effectively. In a lesson observed, the teacher used a 'big book' well to help pupils practise their skills. Pupils explained the different methods they use which include using the starting sound of words, breaking the words up, reading on to see if they can make sense of an unknown word and looking at the pictures. Most pupils in Years 2 and 3, who read to inspectors were confidently using these techniques in their reading. Good reading records and data are kept by teachers throughout the school. The analysis of the information helps to track progress, to set pupils' targets for improvement

and to guide teachers where to focus their teaching strategies. Reading records for older pupils are designed so that pupils choose a range of books. In addition, the well-stocked library is organised by an experienced, knowledgeable, librarian who discusses pupils' choices of books and makes suggestions about different authors they can try. She also ensures that pupils are confident in using the library and finding information in non-fiction books. Older pupils described how they use the Dewey System to locate information, and pupils new to Year 3 use the index and contents in books, and some correctly explained the purpose of a glossary. Pupils in Years 5 and 6 explained how they apply research skills, including skimming and scanning text and using CD ROMS or the Internet to extract information. Older pupils have clear preferences for books and authors such as J K Rowling and Philip Pullman. Lower attaining pupils in Year 6 read fluently and the more able confidently discuss more complex aspects of literature such as Charles Dickens' characterisation of Miss Havesham.

69. By the end of Year 6, pupils' standards in writing are well above those expected nationally. Throughout the school pupils learn to write for a number of different purposes within English lessons. For example, the range of writing for older pupils includes letters of complaint, the analysis of poetry, long well structured stories and the expression of opinions on issues, such as a proposal to give children pocket money instead of taking part time jobs. In several other subjects, such as science and history, good use is made of specialist vocabulary to write in a variety of ways. Teachers place a good emphasis on displaying vocabulary connected with current work and encourage pupils to use it in their writing. Information and communication technology is used well to draft work, using facilities such as spell checkers, and to present ideas in a way to attract a reader. Pupils are encouraged to express their thoughts in an interesting way to attract a reader. For example, a Year 6 pupil, when describing a scene in a poem about the different faces of winter, wrote: 'Staring forlornly into a foggy broth waiting to gobble you up into a gloomy, murky lost world'. An emphasis is placed on using correct punctuation from an early age. By Year 4 most pupils are starting to write in paragraphs and are using punctuation such as speech and exclamation marks correctly. Year 6 pupils write confidently in paragraphs and use most conventions correctly, including commas and colons. Over recent years the school has successfully focused on improving pupils' handwriting and spelling. In Year 6, work is generally very well presented with fluent handwriting and spelling of a good standard. The quality of marking and overall assessment is good throughout the school. This contributes to the standards achieved by helping teachers and pupils to focus on the next steps in learning. Written homework is regularly set as pupils get older and contribute well to pupils' learning.

70. By Year 6, standards in listening are very good. Pupils listen very attentively to their teachers and each other, which contributes well to their learning in all subjects. For pupils currently at the start of Year 6, standards in speaking are above those expected nationally. Pupils express their thoughts clearly and respond to other's points of view using a good range of vocabulary. For example, in a Year 6 literacy lesson, pupils used words such as intimidating, creepy, cold-blooded and heartless to describe a character, and in a music lesson, members of each group listened to each other before discussing how they were going to organise their presentation. Speaking and listening feature strongly in most lessons and are positively developed from a young age. Year 1 pupils are encouraged to stand up and speak to the class and are taught to wait until the rest of the class is paying attention. Pupils have several opportunities to speak formally and these develop as they get older, for example, in assemblies and school productions.

71. The quality of teaching is very good. The highest quality teaching was in Years 4 to 6. Evidence from past work and other factors such as the teaching of reading, speaking and listening, show that the quality of teaching and learning is very good overall. In nearly all lessons the work provided a high degree of challenge for all pupils and this ensured they

worked hard. For example, in a Year 4 lesson, where the class was writing play scripts from a narrative account, the different levels of attainment were considered carefully to ensure all pupils were fully included in the lesson. Higher and average attaining pupils successfully completed the task with very effective support from the teacher, when appropriate. Lower attaining pupils and those with special educational needs worked very well with a teaching assistant to complete a similar task. Teachers make effective use of the good resources available to them. In the most effective lessons, there was a clear structure and rapid pace to learning which ensured that pupils maintained concentration and were interested in their tasks. This was evident in a Year 5 lesson where the teacher introduced a poem about a dancing bear and provoked a discussion on connected moral issues. Pupils then enjoyed using a range of poetry books to identify rhyming patterns in poems they liked. Where teaching was not as effective, the introductory sessions were too long and pupils became fidgety. Occasionally, tasks for a few groups lacked the challenge to ensure the rapid progress observed in other lessons.

72. The subject is led and managed very well. This is reflected in the rising standards and the highly effective action taken to rectify previous areas of weakness. Successful strategies, such as the monitoring and support of teaching, and a thorough analysis of individual and group performance, have had a significant impact on learning. There is a strong commitment, shared by staff, to further improve the subject.

MATHEMATICS

73. Significant improvements have been made since the last inspection. Standards by the end of Year 2 are now well above national expectations. Standards achieved by the end of Year 6 were deemed unsatisfactory in the previous report but are now well above average. The underachievement of higher attaining pupils has been addressed and they achieve very well. All pupils, including those with special educational needs, are making good progress in their mathematical learning and attained the expected level or higher. The quality of learning and teaching throughout the school has improved and is now consistently good. Teachers have high expectations and there is a more consistent approach to planning and assessment. Teachers make good use of the National Numeracy Strategy to enhance pupils' learning.

74. By the end of Year 2, pupils have a good knowledge of the four rules of number. They correctly add and subtract two digit numbers and know how to multiply and divide by 2,3 and 5. They interpret problems well and use appropriate methods to solve them. They are learning to tell the time and correctly use o'clock, a quarter to and past and half past the hour. Pupils of all abilities choose sensible measurements for given items, for example the length of their hands, the weight of a bunch of bananas or the capacity of a lemonade bottle. They are able to read scales and estimate quantities. Pupils are tallying correctly and produce neat block graphs to record their investigations into the number of letters to be found in a given set of words. Pupils make good use of their mouse skills when using a software program to reinforce their knowledge and understanding of subtraction and the way in which calculations are to be recorded.

75. By the end of Year 6, pupils have a good understanding of large numbers and decimals and confidently multiply and divide these by powers of ten. They think and learn quickly and the standard of their mathematical mental skills is high. Pupils of all abilities have a good understanding of fractions and quickly recognise those of equal value. Higher attaining pupils articulate well the strategies they use in their calculations. Pupils, including those with special needs, know the properties of two and three-dimensional shapes and correctly distinguish between different types of triangles. When comparing air fares, pupils interpret

data well and when costing holidays they calculate exchange rates accurately. Pupils know how to represent data in a variety of ways, including line and bar graphs.

76. The consistently good quality of teaching enables pupils of all abilities to learn well and make good progress. Lessons are well planned and stimulating and all pupils are encouraged to participate fully. Teachers know their pupils very well and organize discussions and activities which meet the needs of all pupils. Pupils are constantly challenged and their efforts and achievements are readily acknowledged. Good support is provided for pupils who find new concepts difficult, enabling these pupils to gain confidence and achieve equally well. Pupils are encouraged to take pride in their work and the standard of presentation is good. All teachers have a good understanding of the subject. Their enthusiasm, combined with the stimulating activities they organise, create a very positive learning atmosphere to which all pupils respond. They enjoy their work and demonstrate their intention to do well.

77. The teaching and learning of mathematics is well organised and well resourced. Good support is provided for teachers and the curriculum is well planned. Pupils' attainment and progress are carefully assessed and recorded and pupils are regularly given appropriate, challenging targets. Parents are kept well informed and are encouraged to participate in their children's learning. Re-organisation of the curriculum provides pupils in Year 6 time to consolidate their knowledge and skills in preparation for the next stage in their education. Additional support groups in Years 3 to 6 and an after school club provide opportunities to raise standards further and promote good levels of achievement

SCIENCE

78. Good improvements have been made since the previous inspection. The standards have improved considerably and pupils' work shows that attainment is above national expectations by the end of Year 2 and well above by the end of Year 6. There are a high percentage of pupils reaching the higher level in the national tests each year and this has steadily increased over the last three years. In 2002, all pupils reached the expected level by the end of Year 6, and 70 per cent attained the higher level in the national tests. All pupils achieve well and especially the pupils with special educational needs, as all of them last year attained the nationally expected level. There is no significant difference in the performance of boys and girls although in some classes there are significantly more boys than girls.

79. Standards have risen because :

- Teachers keep careful records, which provide them with information on how well pupils are progressing. This provides them with information about which pupils need more support and which pupils need to be challenged to reach the higher levels.
- There is an expectation that all pupils will achieve the nationally expected level.
- A teacher with specialist science knowledge has been employed to teach Years 5 and 6
- The staff have received training of good quality on the teaching of scientific enquiry.

80. The pupils in Years 1 and 2 achieve well and work hard. The levels attained arise from good teaching, and although no lessons in these two classes were observed during the inspection, pupils' work in their books shows that teachers promote good observational skills, investigational activities, and a range of ways of recording their observations and learning, including the use of graphs and charts. Teachers have high expectations of pupils. For example, pupils are able to draw and construct an electrical circuit. They introduce the use of

switches, buzzers, motors and lights. The pupils are encouraged to use the correct scientific terms and vocabulary in their work, and Year 2 pupils use the terms carbohydrates, vitamins and protein. They describe why different foods are needed for a healthy life-style, and name and understand the different food group. Information and communication technology is used satisfactorily to support pupils' learning in this subject but there is limited evidence of its use in the pupils' work.

82. In Years 3 to 6, pupils develop their skills in observing, recording and explaining their observations, and extend their scientific knowledge through a range of different learning situations. For example, in Year 4, pupils took part in First Aid lessons, and although this was part of their citizenship curriculum, they were able to show that they could apply their scientific knowledge and understanding. All were able to indicate where specific bones were located in the body. Pupils by the end of Year 6 understand and construct food chains, describe different methods of seed dispersal and pollination and their work shows they have a good understanding of chemical changes, such as evaporation and separation. The pupils' science books are attractive, informative and show a wide range of different ways of recording. All pupils also show good levels of pride and achievement in their work. Experimentation and investigation are used well by the class teachers to ensure that the pupils develop an enquiring mind. Pupils are always expected to predict the results and test their thinking. In Years 3 to 6 teaching is very good. Lessons are very well organised with clear and detailed planning. The pace is quick and teachers ensure that the pupils are fully involved in their learning. There are good links with literacy and numeracy, with pupils expected to use a variety of different ways to record their learning, such as written pieces, tables, charts and test questions. This prepares pupils well for the national tests and also for transfer to secondary education. All lessons have key vocabulary and, these along, with learning objectives are shared with pupils at the start of lessons. Marking of pupils' work is regular and in the best examples the remarks are helpful to pupils and allow them to improve their work.

83. The science curriculum is well planned and ensures that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate emphasis and the pupils are given opportunities to consolidate and extend their learning. All aspects of National Curriculum science are covered. Assessment is good and is very thorough. It is regular, both at the end of lessons and at the end of units of study and used well to guide the teachers' planning. These assessment details are well recorded, and careful analysis allows the school to alter and adjust the curriculum accordingly.

84. The co-ordination of the subject is very good. Teachers' planning is monitored, pupils' work analysed, and teachers' strengths identified. Teaching is monitored by the co-ordinator and by a curriculum governor with the findings being discussed at management level. There is a satisfactory range of resources in the school. The next stage of improvement is to develop the school grounds, including the pond for investigation and enquiry. This is being supported well by parents and governors.

ART AND DESIGN

85. Only one lesson in Year 6 was observed during the week of the inspection, but evidence of work, displays throughout the school and discussions with teachers indicate that standards in art and design are in line with national expectations throughout the school. The quality of the provision for this subject has been maintained since the last inspection.

86. By the end of Year 2 pupils produce self portraits using paint, and make sketches of fruit and objects connected with their topics in other subjects. Art and design at this stage is combined with design and technology and pupils are developing their skills though decoration of the artefacts they make. For example, festival cards to celebrate christenings are designed and decorated. By the end of Year 6, pupils explore ideas using a range of media and resources, including the digital camera to develop their work and to expand visual representation. Pupils communicate their ideas and meanings through a combination of line and tone, and can produce enlarged images, or ones that demonstrate specific detail. They make good use of a range of different media including pastels, pencils and textiles, some of which has been used to produce decoration for their topic books. Pupils are beginning to show that they can use information and communication technology creatively to produce repeating designs and animated drawings. However, pupils do not consistently use sketchbooks to record their ideas. In Years 3 and 4 show that pupils can produce designs which they transfer into prints, and, with the creative use of coloured paper decorate their own pictures of a 'Man in a Bowler Hat' by Renee Margritte.

87. Due to timetabling arrangements too few lessons were observed to judge the overall quality of teaching. However, the quality of pupils' work and the progress they make throughout the school, coupled with discussion with the subject co-ordinator, indicates that teaching and learning is overall satisfactory. In some classes, where there is a high level of expertise, it is good. In the one lesson observed, the teaching and learning was very good. The teacher places a good deal of emphasis on developing the language associated with art and design, such as 'image' and 'abstraction', and as a result, pupils confidently use this vocabulary. There are high expectations from the teacher and a visiting artist for all pupils to achieve their best, and there is very good encouragement and advice on how to improve the quality of their work and for the development of specific sketching techniques. In this lesson there is very much a sense of preparation of pupils for their next stage of education and pupils are treated as young adults. As a result, pupils take their work seriously, try their best and are confident to evaluate their own and other pupils' efforts. One of the strengths of the lesson was the very good emphasis placed on pupils' knowledge of other subjects and throughout it the teacher makes reference to pupils' literacy, mathematical and scientific learning.

88. Overall the curriculum is satisfactory. It has been revised in the light of the recent alterations to the National Curriculum and in relation to the national guidelines. It ensures that pupils are able to explore a full range of media and to be given the opportunity to express themselves freely. Sculpture and three-dimensional work has been introduced, but because of a lack space in the school it is difficult for teachers to plan opportunities for groups of pupils to work collaboratively on large pieces of work. The school managed to achieve this last year through an 'Arts Week' and the involvement of an artist in residency. Assessment is satisfactory overall, and the systems are in place for recording each pupil's attainment in relation to the learning objectives of lessons. However, the quality of this recording varies across the school and not all teachers are keeping records. Art is being used to support cultural activities and projects within the school, an example being African art. Resources and materials are adequate.

89. Good leadership of the subject is provided by the headteacher. Developments are being monitored through visits to classrooms, discussions with teachers, and review of planning. However, emphasis has been placed by the school on raising standards in English, mathematics and science and has meant that this subject has not been a priority for school development. The subject is reported annually to parents, against the national curriculum levels and the progress pupils make, but this is based on each teacher's knowledge of the pupils more than on pieces of assessed work.

DESIGN AND TECHNOLOGY

90. Standards in design and technology, and the quality of the provision have been maintained since the last inspection. Overall attainment is in line with national expectations by the end of Year 2 and Year 6. However, the school does not keep enough evidence in the form of pieces of work or photographic evidence to show the achievements of pupils. There is a lack of evidence to show pupils' understanding of problem solving, designing for a purpose and in their ability to evaluate their models in relation to the design.

91. Pupils' achievement by the end of Year 2 is satisfactory. They understand that there are different ways of joining materials together, that joints can be of different strengths and react in different ways in different conditions. For example, they know that if textile material is glued to together it is likely to fall apart when washed. They have examined how wheeled vehicles are constructed and operate, and have translated this understanding when building their own models from card and wood. Pupils have experiences of working with different foods, and use their knowledge of design in terms of colour and texture to design dishes, such as fruit salad.

92. Achievement is satisfactory by the end of Year 6 but the work seen in the school is from a narrow range, and has been very much connected with the topics that pupils are studying, such as Romans or Greeks. Work seen during the inspection, shows that there is very little evidence of pupils' ability to produce designs, list material needed, select tools and evaluate their models. Analysis of work shows that some pupils have worked with wood to produce individually designed musical instruments, and there are some very good examples of imaginative and creative slipper footwear. There is little evidence to show pupils' progress in food technology, although there is an active after school cookery club that is very popular.

93. The quality of teaching and learning is overall satisfactory, and in some classes it is good. In Years 1 and 2, teachers have a good knowledge of National Curriculum requirements, and are building into the lessons aspects of investigation and evaluation. There is a mixture of written and sketching work, which helps pupils to develop and use their basic skills. In Years 3 to 6, no lessons were observed but the teachers' planning and the work produced by pupils indicates that the quality of teaching varies between teachers and depends on their level of confidence in using the new scheme of work.

94. Co-ordination of the subject is satisfactory. There is a good understanding of the requirements for the subject and where developments are needed, such as providing opportunities for pupils to develop their knowledge of how things work, how they are constructed, and the introduction of information and communication technology in the design process. Satisfactory progress has been made in adopting the QCA scheme of work and these are providing a good framework for teachers to plan to. Assessment of pupils' attainment is against the learning outcomes. However, teachers record this assessment information in different ways. Time for monitoring teaching has yet to be allocated, and therefore, there has been no chance for the co-ordinator to identify share good practice or give advice to those teachers who are less confident. There is an adequate range of resources to support the present curriculum and these are added to as new areas of study are introduced.

GEOGRAPHY

95. The progress made by pupils in Years 3 to 6 has improved and is now satisfactory. Due to timetabling, no lessons were observed during the inspection. However, evidence from pupils' work indicates that planning enables pupils to build more effectively on their knowledge and develop their skills more fully. The quality and presentation of pupils' work demonstrate

an improvement in pupils' attitude towards this subject. Pupils approach their learning with greater interest and care.

96. Standards are broadly in line with national expectations at the end of Years 2 and 6. By the end of Year 2 all pupils describe, simply but correctly, physical features of different regions of the world, for example the North Pole and a tropical island. They describe how the climate might affect life styles, clothing and housing. Pupils compare their village community with other areas. By the end of Year 6, all pupils, including those with special educational needs, have developed a greater knowledge and understanding of physical features of their environment. They gain first hand experiences of this on regular residential trips, where they study different coastlines. Pupils use appropriate geographical terms, such as headland, salt marsh, bay and stack, in their discussions and when describing what they have learnt. They discuss the effects of tourism and ways in which environments can be protected. Pupils use their numeracy skills well, such as when giving grid references for features on maps. They also produce charts recording the results of surveys, such as the amount of water used at home. Older pupils use of their computer skills well for research and from the Internet obtain detailed descriptions of land use, soil conditions and building materials, such as in Pakistan. Pupils understand and can describe the causes of erosion and how it affects landscapes.

97. There was insufficient evidence to make an overall judgement on teaching. However, planning for the subject is good and there are satisfactory procedures in place for assessing pupils' attainment and progress. Pupils make satisfactory progress, gaining knowledge and understanding and developing their skills as they move up through the school. However, emphasis has been placed by the school on raising standards in English, mathematics and science and has meant that this subject has not been a priority for development. Very good use is made of the local environment and residential visits, all of which broaden and enrich pupils' knowledge and understanding. There are adequate resources such as maps, globes and atlases and a good selection of books and software.

HISTORY

98. The standards of attainment and quality of provision reported at the last inspection have been maintained. By the end of Year 2, pupils attain standards in line with expectations. They have a good understanding of chronology, and understand that an event, such as the Crimean War is a more recent event than the Fire of London. Through their study on the Fire of London, they have gained an understanding about the difficulties people faced, and describe the how different the living conditions and emergency services were in that era with the present. They discuss how people felt, and discuss ideas about how the city could be rebuilt to make it safer. Pupils describe conditions in the trenches during World War 1, and explain the significance of Poppy Day. All pupils make good use of books, postcards and photos to make comparisons and arrive at conclusions about the past. For example, they compare holidays at the seaside in the past with their own experiences.

99. By the end of Year 6, pupils attain standards above national expectations. Pupils describe well the Ancient Egyptian artefacts they have seen at the Ashmolean Museum, and show a sound understanding of the social order of the era. Pupils also have a good understanding about the life during World War 2 and discuss the reasons for evacuation of children. Through this area of study the Year 4 pupils are beginning understand the difference between fact and opinion. In all lessons pupils make good use of their literacy skills, and are using a range of sources of evidence. Older pupils demonstrate their maturity during a discussion session centred on life in Victorian times. They listen intently, confidently offer opinion, ideas, and describe the differences between the lives of the rich and poor when compared them with modern times. In discussions they use appropriate language, such as

'infant mortality', 'pauper' and 'era'. Pupils of all abilities demonstrate a mature knowledge and understanding of the era they are studying.

100. Teaching and learning in Years 1 and 2 are satisfactory, and good in Years 3 to 6 where teachers are very experienced and have developed an expertise in teaching the subject. The literacy needs of lower attaining pupils are considered well in the planning, and the work set is matched to pupils' different attainment levels which results in them making good progress. Those with the greatest difficulties are given good support by learning support assistants so that they are fully included in all aspects of the lessons. Teachers select a good range of resources to enhance the area of study, and as a result pupils are able to observe and handle genuine artefacts from that era, and in many lessons this produces a lot of discussion. For example, the introduction of a Victorian pram into the classroom resulted in discussion about its construction. Teachers know their pupils very well and plan activities that match pupils' differing abilities and challenge the higher attaining pupils. Satisfactory opportunities are provided for pupils to use information and communication technology for research and to deepen their knowledge and understanding of the past.

101. The school makes good use of its strong links with the local community to support this subject. For example, people within the community regularly come into school bringing photographs and slides to show pupils, and to talk about their own past experiences. There is also a good range of books, artefacts and software to stimulate pupils' interest in the subject and promote their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. There have been good improvements made in this subject since the previous inspection. The skills and understanding that pupils demonstrate have improved, the school has kept abreast of new developments, and pupils are more competent users. By the end of Year 2 and Year 6, standards of attainment are above national expectation. Pupils of all abilities, including those with special educational needs have made good progress over time. Standards have risen because the school has purchased new up-to-date resources, uses the information and communication technology room effectively, and uses one teacher with a high level of knowledge and expertise in the subject to teach all pupils. The computer suite has been thoughtfully placed, being integral with the library and allows pupils in small groups to have access to discrete lessons and library sessions. Information and communication technology is used to support work in literacy and numeracy. This has been achieved through creative timetabling whereby all classes have an additional lesson, where teacher can utilise the facilities to support learning in other subjects. However, although pupils develop a high level of skills in this subject, these skills are not always used in other lessons. This is mainly because some of the information and communication technology resources in the classrooms are unreliable.

103. By the end of Year 2, pupils are familiar with the different functions of the keyboard and mouse. All pupils load programs, use a password, save, print and retrieve their work. They control the mouse with care to drag and drop an icon in a specific place. Pupils know what a font is and can change the size and appearance of their text. They use clip art to enhance their work, such as when describing their own person details, and through the use of a simple control program create patterns. The pupils understand how the Internet can help them find out information and they use words associated with information and communication technology, such as, 'files' and 'log on' and 'password' with confidence. Pupils' attitudes to the subject are excellent and pupils handle the resources carefully.

104. By the end of Year 6 the attainment of the pupils is above the expected level. Pupils use information and communication technology for research, presentation, and for reinforcing

learning. During the inspection the computer suite was in continual use, but very little use was made of the computers in the classrooms and this does not support pupils' personal development for independent learning. Pupils use computers with great enthusiasm and with very good levels of concentration. Their behaviour is excellent throughout all lessons. They help others and are keen to explore and find things out. The pupils find information for their topics by using the Internet or CD roms, and by the end of Year 6 they are proficient at using a range of applications, including desktop publishing programs. A good example of this was apparent in the compilation of a school newspaper. Pupils are confident Internet users, use E-mail, spreadsheets, logo, art applications and make use of graphs to display information. All pupils have worked with an animator to produce sequence of events in growth and change, such as the hatching of an egg and human life from and embryo to an adult. Throughout pupils confidently use computers to present their written work and make very good use of it for editing and drafting work. Due to the newness of the curriculum in the school, the pupils have not yet learnt how information and communication technology can be used to monitor and control change through simple programming, and how to use sensor equipment as part of their studies.

105. The quality of teaching seen in discrete lessons during the inspection was very good, and in some lessons it was excellent. This has a positive impact on the quality of pupils' learning and as a result pupils in all year groups show high levels of skills and understanding. The teacher introduces and teaches new specific computer skills such as locating certain keys, explaining their uses, and searching for files, very well in each lesson. Very good use is made of the interactive board in all lessons so that not only can pupils see what is happening on the screen, and they can also demonstrate their skills to the rest of the group. Although, the sessions are short, it is appropriately organised so that half groups of classes are taught at one time. This allows the pupils to have a computer each, sufficient space to work and enough space to see the interactive board. This ensures that pupils make the best possible progress. The time is used well and allows pupils to practise and consolidate their learning, as well coming together to evaluate and demonstrate their understanding. The teacher explains simply and precisely so that pupils can understand and know what is expected of them. In the very best lessons, excellent questioning is used at the end so that the teacher can assess what they have learnt. New learning is clearly introduced, with a very good emphasis on appropriate technical vocabulary. There are very strong links with literacy and the activities support pupils' learning in these areas. For example, the teaching using the 'enter' key to start a new line is introduced through the writing of poetry, nursery rhymes and shopping lists. This quality of teaching is not consistent across the school, because teachers have not yet completed their nationally funded training and developed competence in using new information and communication technology skills. At the time of the inspection the school was introducing a lunchtime information and communication technology 'Grid Club' to support the development of independent learning skills.

106. Co-ordination of the subject is very good, as is the curriculum. National guidelines for teaching and learning in the subject are being used and this, along with the good use of a range of programs, and the expectations that the management has for the subject, is having an impact on standards. Procedures for assessing pupils' attainment are in place and linked well with the learning activities. This has been recently introduced and the information from the assessment is not yet providing the school with enough information to monitor the progress of pupils over time and set targets. The school has integrated information and communication technology well into their special projects, for example, in the last arts week an animator was used to work with pupils and as a result each pupil produced an animated piece of work on the topic of 'Changing and Growing'. The school is using information and communication technology very effectively to support its work on citizenship with Year 6 pupils, and on the week of the inspection pupils took part in an 'on-line' problem solving exercise involving the presentation of witness statements from an accident. This curriculum

development is new but its inclusion for older pupils is bringing about a development of moral and social awareness, developing their literacy and interpretation skills, and helping them to work in teams.

107. Following the last inspection the governing body and the senior management team put into place a school improvement plan which included the conversion of a separate school building into a library and information and communication technology room. This has been achieved in two years through the fund raising efforts of pupils, parents and the local community. It has not only provided a very good resource for teaching and learning but is being made available to the local community through adult education links. National initiatives, such as the National Grid for Learning has partly helped to raise standards and is enabling the school to achieve its long-term vision, by providing the networking of computers and additional resources, such as the interactive whiteboard and digital camera. Overall resources are good, but due to budget restrictions over the last few years and the cost of some software applications and the licences to use them the range is limited. For example, there are no specialised learning programs to support pupils with special educational needs.

MUSIC

108. By the time pupils are in Year 6, standards are above those expected nationally. Pupils are making good progress and achieving well. Pupils currently at the start of Year 2 are attaining standards similar to those expected nationally and their achievements are satisfactory. Pupils with special educational needs are making good progress. Teachers give these pupils extra support to ensure they are fully included in lessons. Pupils with musical talents make very good progress. Instrumental tuition by school staff and visiting specialists enable these pupils to reach high standards. All pupils from Year 3 upwards, can learn to play a variety of instruments, including strings, woodwind and brass. Currently, forty-seven per cent of pupils in the relevant year groups take up these very good opportunities.

109. In a Year 2 music lesson, pupils used their voices to make long and short sounds and made simple hand signs to identify them. They responded to the changing moods of traditional Chinese music by interpreting the different speeds and duration of the sounds. For example, one pupil described the slow passage as like a 'lady walking in the forest' and the quicker section as a 'horse galloping quickly'. At this early stage in the autumn term, pupils in Year 6 are already attaining the standards expected for 11-year-olds and several individual instrumentalists are exceeding them. In a lesson observed, pupils performed 'rounds' and showed a good awareness of how all the parts fit together when performing. They collaborated in groups, using percussion instruments to perform their own composition based on 'London's Burning'. Pupils demonstrated great maturity when offering constructive criticism of each group's performance. They used appropriate musical vocabulary, identifying the beat in a piece of African music as a 'hard pulse, much like your heartbeat'. During assemblies, pupils sing tunefully and confidently. Particularly impressive was the involvement of the school choir who sang in counterpoint to the whole school.

110. The quality of teaching and learning observed ranged from good to very good. Taking into account all factors, including the instrumental tuition, the overall quality of teaching and learning is very good. Teachers' subject knowledge and the challenge offered to pupils were strong factors in the lessons seen. For example, during a Year 3 lesson, the teacher used accurate musical vocabulary when teaching different rhythmical actions to accompany singing. A high standard of performance, with each of seven groups taking a different part, was achieved in the time available. Teachers make the lessons interesting and give time for pupils to reflect on the music they hear. In a Year 6 lesson, pupils spontaneously shut their eyes and then expressed their feelings about the music when it had finished. Teachers make effective use of the good range of musical resources. The talents of pupil instrumentalists are

used well, for example, to accompany singing or to demonstrate points in lessons. Pupils use information and communication technology appropriately to compose music.

111. The subject has been well led since the last inspection and improvement since that time has been good. Strengths, such as the instrumental tuition and opportunities for performance, have continued to develop. For example, the choir and orchestra perform to a wide range of audiences. Standards are higher overall and a scheme of work now gives very good guidance to teachers.

PHYSICAL EDUCATION

112. The good standards of attainment and quality of provision reported at the last inspection have been maintained. There is now a more consistent approach to the assessment of pupils' attainment and progress, and as a result teachers plan activities that challenge all pupils' to reach their personal best. By the end of Year 2, most pupils have developed good eye-hand co-ordination, and demonstrate good control when bouncing, throwing and catching large balls. Pupils use their initiative to challenge themselves, controlling the ball in a variety of ways, within a confined space. Due to timetabling, it was not possible to observe younger pupils in dance or gymnastic lessons.

113. By the end of Year 6, pupils make good progress developing their knowledge and skills. They use a range of indoor and outdoor equipment with care and skill. Pupils understand how their muscles are affected by different activities, such as stretching and balancing and demonstrate skilful control of their movements. They listen to and follow instructions well and pursue their own ideas within these guidelines. Individually, they present imaginative sequences both on and off apparatus but also work very well to support each other during more difficult movements. They approach challenges with enthusiasm and work hard to improve their performances. Within small team games, such as football, again pupils of all abilities show skill and good levels of teamwork. Pupils in Years 3 to 6 have the opportunity to swim. Standards are good with the majority achieving at least their 50 metres certificates and many earning higher awards.

114. The quality of teaching and learning is good. Lessons are well planned and pupils are challenged by appropriate activities. Pupils are encouraged to watch each other and extend their ideas and skills, and most approach tasks with enthusiasm and work hard to achieve well. The few pupils, who show difficult behaviour and can be inattentive, are managed very well by teachers and through the support provided by learning support assistants they fully participate. The needs of pupils who have special educational needs are foremost in the teachers' planning and as a result they make good progress. Boys and girls are encouraged to work together during activities and they do this well. Teachers emphasise the similarity of skills used in different sports, such as passing and finding a space in netball and football. They observe pupils carefully and accurately assess their progress and needs.

115. There is a good scheme of work being used to help teachers plan, and teachers are provided with good support from the subject co-ordinator. The management's decision to employ a part time specialist for teaching games is of particular benefit to pupils. They receive consistently high quality teaching and coaching. Additional support is also provided by many parents and local sports teams whose contributions enrich the curriculum. Many pupils participate in clubs such as netball, gymnastics and athletics and school teams regularly play matches against other local schools. The hard and grassed areas are adequate and the school has access to the local pitch. There is a good range of quality resources.

RELIGIOUS EDUCATION

116. Standards are those expected for the pupils' ages by the end of Year 2 and their achievements are satisfactory. Evidence from a small sample of work, and discussions with a group of pupils, indicates that by the end of Year 6, standards meet those expected in the Religious Education Syllabus. However, the work seen was too narrow in its content and in its representation of different attainment levels, to make a valid judgement about pupils' achievements. The strengths in the subject from the last inspection have been maintained and the management of the subject has improved.

117. By the end of Year 2, pupils have gained knowledge of Bible stories, such as The Prodigal Son, and a sound understanding of important Christian events, including Easter and Christmas. They have learnt about the work of Mother Theresa and compared initiation and death ceremonies in Judaism, Sikhism, Hinduism and Christianity. Pupils' reflections on the death of people who were special to them made a good contribution to their spiritual development. A small amount of well presented work from last year showed that Year 6 pupils had studied the history of Islam and written a 'potted' biography of Mohammed. A group of current Year 6 pupils stated how much they enjoyed religious education. They explained that they had visited different places of worship and how this had helped them to understand and compare differences within and between faiths. For example, Baptist and Anglican churches have been studied within Christianity and a visit to a Hindu temple formed part of a study on that faith. Pupils talked competently about some significant Biblical events including 'The Last Supper' and 'Palm Sunday'. Work in Year 4 shows that the subject has been used well to support and develop pupils' writing skills, for example in explaining the festival of Diwali.

118. Not enough lessons were observed, or work seen, to make an overall judgement on teaching and learning. However, the teaching seen was good. Its main strength was in the methods used by teachers to interest and motivate pupils. For example, in one lesson, pupils were unaware that the teacher had arranged for a member of staff to enter the classroom and give a message. Straight after the person left, pupils were asked to describe what the message was and the clothes worn by the visitor. The differences in the pupils' accounts were used effectively to illustrate the reasons why accounts of events in different parts of the Bible vary.

119. The leadership and management of the subject are effective and have ensured an interesting, well-planned curriculum. A range of visits and visitors to the school from various faiths, and the good use of a good range of religious resources, supplemented well by artefacts from a local centre, enhance learning. Much of pupils' learning is shared with other classes through displays of work and presentations at school assemblies. This provides pupils with a clear purpose to their learning and promotes various communication skills, including writing, speaking and listening. It also helps the subject co-ordinator to monitor pupils' work. A governor, who is also a clergyman, provides useful written reports from lesson observations to assist the co-ordinator in monitoring learning. Appropriate assessment procedures enable teachers to collect information on pupils' understanding but inconsistency in their use limits their effectiveness in tracking pupils' progress.