

INSPECTION REPORT

**MIDDLETON CHENEY COMMUNITY
PRIMARY SCHOOL**

Banbury

LEA area: Northamptonshire

Unique reference number: 121846

Headteacher: Mr Philip Percival

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 19-22 May 2003

Inspection number: 248291

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Main Road
Middleton Cheney
Banbury

Postcode: OX17 2PD

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Carol Nadin

Date of previous inspection: 24 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17517	Vreta Bagilhole	Registered inspector	Mathematics English as an additional language	The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
12682	Jim Griffin	Lay inspector	Educational inclusion	How well is the school led and managed? 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?
14732	Enid Korn	Team inspector	English Geography Music	
13307	Ian Hancock	Team inspector	Foundation stage History Physical education	
21858	John Pryor	Team inspector	Science Religious education	How good are the curricular and other opportunities offered to pupils?
15011	Marion Wallace	Team inspector	Art and design Design and technology Information and communication technology Special educational needs	
4350	Clive Whittington	Team inspector		

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Middleton Cheney Primary School draws pupils from the village in Northamptonshire and also the outskirts of Banbury in Oxfordshire. There are 393 pupils currently on roll with almost equal numbers of girls and boys. The school has fourteen classes for pupils from reception to Year 6. The school is bigger than other primary schools nationally. Almost all pupils are from a white UK background and there are a few pupils of Chinese and Northern European origin. Three pupils speak English as an additional language and the home languages spoken are Cantonese and Russian. Nine pupils are eligible for free school meals, which is well below average. There are 83 pupils with special educational needs, which is above average. Five pupils have a Statement of Special Educational Need, which is about average for this size of school. The number of pupils joining or leaving the school other than at the usual time of first admission or transfer is average. The pupils come from a typical average range of backgrounds and their attainment on admission to the school is average.

HOW GOOD THE SCHOOL IS

This school provides a rich curriculum for the pupils and an acceptable standard of education. Leadership is good and management is satisfactory. Standards are above average in mathematics, average in English and below average in science. Teaching is satisfactory with a significant amount of good or better teaching in Years 4, 5 and 6. The pupils respond well to the education provided. All pupils are fully included in every aspect of school life. The school provides satisfactory value for money.

What the school does well

- Standards in mathematics, art and design, physical education, design and technology, music and religious education.
- The provision for pupils with special educational needs.
- The provision for pupils' spiritual, moral, social and cultural development.
- The curriculum, particularly for the creative arts and activities outside of lessons.
- The behaviour of pupils and their positive attitudes to work and the school.
- Teamwork and relationships amongst staff and pupils.
- Links with parents and the local community
- Pupils' attendance.

What could be improved

- Reviewing and evaluating the performance of the school.
- The monitoring, evaluation and development of teaching.
- The pace of many lessons especially in Years 1-3 and teachers' expectations of what the pupils can achieve.
- Standards in science.
- Writing and presentation in English.
- Assessment and its use to guide improvement in the standards pupils are achieving.
- Some aspects of the foundation stage.
- The contribution of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has made satisfactory improvement since then. Standards are similar in mathematics but not as high as those reported in English. Standards in science have fallen. There is appropriate documentation for the foundation stage but standards and teaching in the foundation stage are not as good as reported at the last inspection. The library is still not effectively used by the pupils. There is more effective delegation to the co-ordinators, but the monitoring of teaching now lacks rigour and challenge. There has been good improvement in creating opportunities for pupils to develop writing skills and skills of enquiry and pupils are more independent learners. There has been good improvement also in pupils' personal and social

development. Pupils with special educational needs do particularly well and have full access to the curriculum. The school is in a satisfactory position to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	C	E
mathematics	C	D	B	D
science	C	C	E	E

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

Inspection findings agree with the results of the 2002 National Curriculum tests for eleven-year-olds. In the tests for seven-year olds, standards were well above average in reading and above average in writing and mathematics and teachers' assessments in science. Indications from the tests for 2003 show that standards are not as good this year for seven year olds because of the ability of the year group and not so many have achieved the higher level. By the end of Year 2 standards in speaking and listening are average and they are above average by the end of Year 6. The school is setting realistically challenging targets for pupils to achieve the nationally expected levels for seven and eleven year olds in English and mathematics and is on course to meet them. The standards the school achieves at the age of eleven do not compare well with those of similar schools. Inspection evidence found that pupils achieve satisfactorily overall but they do better when the teaching is good or very good and has a brisk pace and is challenging. Overall standards are sufficiently high with the exception of science and the presentation of work. Pupils with special educational needs are doing well. Standards in English could be higher in Year 6 if pupils presented their work to a higher standard and were able to finish more detailed pieces of writing. Over the last five years, standards have been rising in line with the national trend in English and mathematics, but have been falling in science. Standards in art and design, music, physical education, religious education and design and technology by the end of Year 6 are above those expected nationally and pupils are doing well. By the end of Year 2 and 6, standards in information and communication technology (ICT) and history are in line with those expected nationally. Currently standards in geography are typical for seven year olds but below expectations for eleven year olds. The few pupils who speak English as a second language achieve as well as the rest of their class.

The children make satisfactory progress in reception and by the end of the year they achieve the early learning goals in communication, language and literacy, mathematical development and creative development. In personal, social and emotional development, knowledge and understanding of the world and speaking and listening they achieve above the expected levels for this age and their progress is good. In physical development the children are not reaching their full potential because of unsatisfactory provision in this area.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to work and the school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Good. Pupils are polite, show concern for others and have a clear understanding of what represents unacceptable behaviour.

Attendance	Very good. Attendance rates are consistently above the national average.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 satisfactory. There are a significant number of very good lessons in Years 4-6, which also has more good teaching than found in Years 1-3. The basic skills are satisfactorily taught well in numeracy and satisfactorily taught in literacy with good examples in Years 3-6 lessons. In Years 1 to 3, the teaching of English and mathematics is satisfactory and it is good and often very good in Years 4-6. Many lessons in Years 1-3 lack the brisk pace and high levels of challenge that are always present in the good lessons. The teaching observed in science during the inspection was good but there are weaknesses over time because teachers do not challenge the pupils to attain as highly as they are able and there is a lack of regular, rigorous and consistent assessment. The school is developing the skills of scientific thinking well; however, the challenge to go even further, to think even more deeply is not made regularly enough. The teaching of pupils with special educational needs is very good and effectively contributes to pupils' achievement. The teaching and learning of more able pupils is good when there is a brisk and challenging pace to lessons and satisfactory at other times. The quality of teaching and learning in religious education is satisfactory with some very good teaching in Years 5 and 6. In ICT, teaching and learning are satisfactory; however, the use of ICT to extend learning in other subjects is not as good as it could be. There are strengths in the teaching of art and design, design and technology, music and physical education and the quality of teaching and learning are good. Teaching and learning are satisfactory in history and geography. In history, excellent and unsatisfactory teaching was observed. Teachers do use day-to-day assessment effectively on a number of occasions to improve planning and standards of work but this is more because individual teachers recognise the importance of this rather than a stated school policy.

In the reception classes, teaching and learning are good in personal, social and emotional development and satisfactory in all other areas of learning. However, there are some unsatisfactory elements such as some activities are over-directed by adults and others are not guided enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory in reception and good in Years 1-6. There is very good attention to the creative arts and a very good range of activities outside of lessons.
Provision for pupils with special educational needs	Very good. Pupils receive very good support which is very well planned to suit their individual needs.
Provision for pupils with English as an additional language	Satisfactory. Pupils' language needs are appropriately assessed and their progress is monitored. Pupils make satisfactory progress. However, the provision is not clearly identified within whole school development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual development is very good and extends the pupils' experience by providing opportunities to explore feelings and important ideas in art, music and literature. The provision for pupils' moral, social and cultural development is good.
How well the school cares for its pupils	Good. There are strong features in the personal support for vulnerable pupils and the prevention and elimination of all forms of oppressive behaviour. Procedures for assessing pupils' attainment and progress, however, do not

	clearly guide improvement in the standards pupils are achieving.
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The school's partnership with parents is good. Parents are positive about what the school provides and achieves.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher and senior staff. There is a strong emphasis placed by the leadership on staff professional development. Relationships are very good. Management is satisfactory.
How well the governors fulfil their responsibilities	The governing body satisfactorily discharges its responsibilities and has a good understanding of the school's strengths but its grasp of important areas for improvement is much less developed.
The school's evaluation of its performance	Satisfactory. The school does identify and act on areas for improvement such as writing. However, the monitoring and evaluation of all aspects of the school's performance is not rigorous enough to bring about prompt action which supports development and improvement.
The strategic use of resources	Good. The school uses funds wisely to improve the quality of education by ensuring best value when purchasing supplies and services. Staffing is good. The accommodation and learning resources are satisfactory in Years 1-6 but they are unsatisfactory in reception.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching and leadership of the school. • The school expects their child to work hard and achieve his or her best. • Their child likes school and is making good progress. • Behaviour in the school is good and the school is helping their child become mature and responsible. • They feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • Homework

The inspection team agrees with the positive views of parents. Inspectors consider that homework levels seen are satisfactory overall. The school accepts it needs to monitor homework levels for consistency between classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum tests for eleven-year olds, standards were above the national average in mathematics. In English, standards were average compared to schools nationally but well below average in science. In the previous inspection, standards were found to be above average in all three subjects. Since then, results in English and mathematics have fluctuated, but taking the last three years together the performance of pupils exceeded the national average for their age group. Standards have fallen in science. In the tests for seven year olds in 2002, standards were well above average in reading and above average in writing and mathematics. Inspection findings are that standards in English are average by the end of Year 2 and Year 6 and that most pupils are working at levels appropriate for their age. In mathematics, indications from the tests for 2003 and inspection findings show similar, but not quite as good, standards this year in Year 6. Standards are lower in Year 2 because not so many pupils are achieving the higher levels due to the ability of the cohort. Too much satisfactory teaching is also a contributory factor. This year in science, by the end of Year 2, standards are broadly average. By the end of Year 6, standards have improved from last year but are still below average because too small a proportion of the pupils are achieving the higher level 5 in spite of those with a lower potential doing well. The school is setting realistically challenging targets for pupils to achieve the nationally expected levels for seven and eleven year olds in English and mathematics and is on course to meet them.

2. The standards the school achieves for pupils at the age of eleven do not compare well with those of similar schools. The inspection did not find any evidence of significant underachievement. Overall, pupils' progress is satisfactory. Pupils with special educational needs and those who are less able are doing well throughout the school. Inspection evidence found that more able pupils achieve well when the teaching is good or better, has a brisk pace and is challenging. This does not happen enough in satisfactory lessons. The school achieves similar results to the national average in English and mathematics at the higher level 5 although they are not sufficiently high in science. The school feels that its data on eligibility for free school meals used to determine the similar schools with which this school is compared) is not accurate and should contain a higher percentage of pupils and is due to review its figures for these. Based on information about the pupils' average socio-economic background, the inspectors agree that the free school meal figure is likely to be higher than it is but have insufficient evidence to make a reliable judgement. Boys and girls do equally well in most subjects but by the end of Year 6 in English, girls have achieved better than boys although the difference is less marked this year. In mathematics, girls did better than boys in the 2002 tests for seven year olds.

3. Attainment on admission to the reception class is average. The children make satisfactory progress and by the end of the reception year, they achieve the early learning goals in communication, language and literacy, mathematical development and creative development. In personal, social and emotional development, knowledge and understanding of the world and speaking and listening they achieve above the expected levels for this age and their progress is good. There are limited opportunities provided to promote learning in physical development and as a result children are not reaching their full potential in this area of learning. The attainment of some of the reception children, particularly the more able, is not as high as it could be. There is not a sufficient range of appropriate quality resources to support learning in most areas which has a negative impact in standards.

4. In English, the literacy hour has been implemented satisfactorily. By the end of Year 2, standards in speaking and listening are average and they are above average by the end of Year 6. Pupils are effectively encouraged to explore language and to extend their vocabulary during their literacy lessons. Pupils in Years 4 and 5 communicate their ideas to others clearly and progress and attainment in Year 6 are good. Drama is used very effectively raise attainment in speaking skills. Standards for reading are above the expected levels in Year 2, but match the expected levels in Year 6. Individual reading is carefully monitored and well organised so that all pupils have reading sessions individually and in small groups organised by ability. Strategies to aid word recognition are taught effectively throughout the school leading to good attainment and standards of spelling are appropriate for pupils' age and ability levels. However, the library has not been fully operational all year. The development of creating writing skills is a school priority. By the end of Year 2 and Year 6, pupils achieve the standards expected of them nationally. Pupils have many opportunities to write creative descriptive poems and produce anthologies. However, not enough pupils achieve these higher standards because they have too few opportunities to complete a lengthy piece of work. Standards of presentation, including handwriting, are generally unsatisfactory.

5. In mathematics, standards are average by the end of Year 2 and above average by the end of Year 6. A strength in the subject is that pupils are developing flexible approaches to problem-solving and look for ways to overcome difficulties, explaining their reasons. Pupils have a good grasp of mathematical language and can discuss what they have done and explain their results. By the end of Year 2, most pupils work competently with numbers up to 100 and by the end of Year 6, pupils use the number system confidently and work well in the four number operations. Presentation is good in the older classes but it is not neat or clear enough in Years 1 and 2. The satisfactory lessons lack the brisk pace and the challenge that the good lessons have and this is why the school is struggling to ensure that pupils in Year 2 attain the higher levels.

6. Standards in science have declined since the previous inspection because not enough pupils are attaining the higher level by the end of Year 6. There has been a good improvement in pupils' understanding and writing up of investigative and experimental science throughout the school as a result of a well-judged planning decision based on an analysis of test results. However, the attainment of those pupils with a higher potential remains disappointingly low. There is a lack of rigorous assessment and analysis of results of all pupils' work, to focus teaching on where it can have the most positive effect on raising standards. Presentation of work is not good enough.

7. By the end of Year 2 and 6, standards in information and communication technology (ICT) are in line with those expected nationally. Inspection evidence indicates that, while standards are broadly in line, they could be better with improved provision for ICT. Nevertheless, pupils do show increasing confidence and knowledge in their use of computers in all aspects of the subject and use the Internet well for research. ICT is used to reinforce learning in other subject areas but could be better in all of them.

8. The school has done well in improving standards in religious education and by the end of Year 6, standards are higher than expected and those by the end of Year 2 are satisfactory. There has been a particular improvement in the pupils' ability to express complex religious ideas with confidence. Pupils by the end of Year 2 show a sound knowledge and understanding of significant Christian stories and are also familiar with some central beliefs and practices from Judaism. Pupils in Year 6 use what they learned earlier about the Jewish Torah when dealing with the importance of the Guru Granth Sahib in the lives of Sikhs. Written work is generally well presented, showing care and pride. The pupils handle religious objects with sensitivity and an appreciation of their sacredness for believers.

9. Standards in art and design and design and technology by the end of Year 2 and Year 6 are above those expected nationally. Insufficient evidence was available during the inspection to make a judgement on attainment up to Year 2 in music but standards are above average by the end of Year 6. All pupils, including those with special educational needs, make good progress and achieve well. Pupils with English as a second language are well supported and make the same progress as their peers. In art, all pupils have their own sketchbook and these are well used. The school has benefited from very good links with the secondary school and from visits from professional artists. Pupils used a good range of different media and have experienced techniques in using paint, clay, pencil and collage work and by the end of Year 6, their work shows very good attention to detail, composition and perspective. In design and technology, the process of designing, making and evaluation is well established throughout the school and by the end of Year 6 pupils are able to design following a complex design brief. Photographs and pictures are used well to enhance the work. Measurements are carefully identified and transferred to wood and card. In music pupils achieve well. Pupils of all ages and abilities sing tunefully and with due regard for phrasing and rhythm and their attainment is good. A large number of pupils have experience of learning to play a musical instrument and to read music. They perform on occasions such as the school's summer fair. Clubs include a school band and a choir both of which effectively raise attainment.

10. In physical education, standards are in line with those expected by the end of Year 2 but above expectations by the end of Year 6, where pupils benefit from very good teaching in their final year. Pupils in Years 3, 4 and 5 have good opportunities to attend swimming and attain well. Pupils make good progress in games and dance. High quality performances were seen during the inspection where pupils co-operated well to produce a sequence using different equipment to a set rhythm. No gymnastics was observed during the inspection.

11. Currently, standards in geography are typical for seven year olds but below expectations for eleven year olds. By the end of Year 2, pupils are building an appropriate range of geographical skills and follow the school's planning. In Years 3-6, the work in pupils' books is not of a great depth. Pupils do study their locality and places in the world. Over time, pupils in Years 3 to 5 gain a satisfactory understanding of geographical facts and skills, including knowledge of climate and mapping skills, but not sufficient to meet the full requirements of the subject without reinforcement in Year 6. This year, that has not happened because pupils have not benefited from the planned topics for this year group, although there has been good use of numeracy, science and ICT during a study of the effects of pollution and the need for rubbish to be recycled. Pupils' knowledge of Europe and the world is below expectations.

12. There are no major strengths or weaknesses in history and standards are in line with national expectations by the end of Year 2 and Year 6. Pupils' learning is effectively reinforced by visits where they dress in costume and re-enact different roles in a Victorian household.

13. Pupils identified as having special educational needs make good progress in their learning. All pupils achieve well for their ability in national tests for English, mathematics and science by the age of eleven. The school uses a range of school-based and national tests to determine pupils' needs. Individual education plans contain clear targets identifying areas for improvement. The school identifies need at an early stage and places pupils on the register of special educational needs. Once pupils are identified they have support throughout the school and this contributes to the good results pupils achieve for their ability. Targets are reviewed regularly and programmes of work are adjusted according to need. Pupils generally achieve the targets identified on their individual education plans. Early identification of difficulties and the provision of suitably challenging targets and support enable pupils to make good progress in their learning and in their personal development. The few pupils who

speaking English as a second language are fully included in school life and achieve as well as the rest of their class in all subjects.

Pupils' attitudes, values and personal development

14. Pupils form very good relationships, show positive attitudes towards school and their work, behave well and their personal development is good. Pupils' personal development has improved since the previous inspection. The good partnership with parents, together with the good provision for their personal development at school make significant contributions to these positive attitudes and values.

15. Pupils' attitudes to school are good overall. Based on questionnaire returns, nearly all pupils like school. This is reflected in the well above average attendance. Discussions with Years 2 and 6 pupils confirm that school plays an important part in their lives. For example, they ranked school ahead of hobbies and only behind family and friends in a list of the important things in their lives. They are positive about teachers' kindness and the ways in which they make learning interesting. For example, a group of Year 6 pupils cite 'acting in English, puzzling in mathematics and discussions based on videos in religious education' as examples of how their learning becomes interesting. The very good relationships amongst nearly all pupils also make a significant contribution to their positive views about school. Attitudes seen in lessons are good overall. In nearly all lessons, most pupils listen and concentrate well and are keen to respond to teachers' questions. Pupils' favourite subjects and lessons are those where they are practically involved, such as, art, design technology and physical education. They are also positive about 'circle-time' which allows them to discuss and resolve a range of issues. The best attitudes and behaviour, which are very good, occur in lessons where expectations are high and pupils are busy and engaged in a variety of activities which provide the right level of challenge for them.

16. Pupils with special educational needs are happy and secure within their class groups and they relate very well to their classmates and adults. This very good relationship gives pupils the confidence to join in with all school activities and explore new areas of their learning. Pupils work well in the classroom, with good levels of concentration, and they are eager to learn. They are encouraged to work independently and they respond to this very well. Support staff and teachers are skilled in applying positive behaviour strategies and this contributes to the pupils' growing confidence and joy in learning. The school encourages pupils to develop their self-esteem. Many pupils attend the extra-curricular clubs and this extends their learning and contributes to personal development.

17. Behaviour is good overall. The good and reliable behaviour of nearly all pupils is an important element in the positive atmosphere for learning that prevails. In most lessons, nearly all pupils are at least well behaved and in many behaviour is very good. In some lessons, teachers have to address the behaviour and attentiveness of a few pupils. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of nearly all pupils at lunchtime, playtimes and in assemblies is good. There is no sign of any bullying, racist or sexist behaviour. Pupils confirm that bullying incidents are rare and well handled, once reported to staff. The level of fixed term exclusions is low, with no permanent exclusion in the previous school year. Pupils take good care of property and resources and help keep their school in attractive condition. Parents' responses, in the questionnaire and at the pre-inspection meeting, fully support this positive picture. .

18. Relationships between adults and pupils and among pupils are very good overall. Adults act as very good role models. Teachers value pupils' work and effectively praise effort and good work. For example, pupils in Year 6 speak positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons pupils are comfortable working in small groups, expressing views and asking questions of their teachers, for example. This assists their learning. Very

good relationships among nearly all pupils is a very positive feature. Parents are very positive about the fair, sensitive yet purposeful relationships which prevail between teachers and pupils.

19. Pupils' personal development is good overall. The very good provision for pupils' spiritual development together with good provision for moral, social and cultural development make a major contribution. A discussion with a group of Year 2 pupils reveals that they have already got a strikingly clear and disapproving view of what represents unacceptable behaviour and why. A group of Year 6 pupils show real maturity in the markedly insightful views they provide on the things they like about their school. Most pupils know and calmly carry out the daily routines expected of them. Pupils show concern for others, if they are ill or otherwise upset. Pupils are polite. For example, many regularly and without prompting, hold doors open for each other and adults. When questioned in groups, pupils are comfortable listening to different views expressed by others. They become increasingly comfortable taking responsibility as they move through the school. For example, older pupils show initiative and responsibility in helping to organise collections for charities and during the preparation for the many performances which take place during the year.

20. Attendance is very good. It has been consistently in the 95.5 to 96 per cent range for a number of years. This is well above the national average. The unauthorised absence level is below the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching and learning is satisfactory. There are a significant number of very good lessons in Years 4-6, which also has more good teaching than found in Years 1-3. Two excellent lessons were observed, one in history in Year 4 and another in the teaching of pupils with special educational needs. Teaching is not as good as that found in the previous inspection although the amount of very good or better teaching is the same. Two unsatisfactory lessons were observed, one in Year 3 and another in reception.

22. Teaching and learning are satisfactory in the reception classes in all areas of learning except for personal, social and emotional development where the teaching and learning are good. Adults establish a firm but friendly and supportive relationship with all children. Teachers and support staff have a sound understanding of the needs of young children. Teaching and learning are at their best where activities are well planned and adults use questions and conversations effectively to draw out children's ideas and develop their confidence. However, in many lessons there are a number of unsatisfactory elements, which have a negative impact on children's learning. Learning is less effective where time is not used efficiently, the pace is slow, tasks are too prescriptive, not all children are actively involved and questioning techniques fail to encourage the development of speaking and listening skills. Reception teachers have to work in uninspiring cramped conditions which significantly restricts the choice and range of activities offered to children in many aspects of the curriculum.

23. In English, teaching and learning are satisfactory in Years 1 and 2 and good overall in Years 3-6. Teachers apply the National Literacy Strategy appropriately and generate a feeling of enthusiasm for the subject that is transmitted to the pupils. In most year groups, teachers have good questioning skills, extending pupils' knowledge and understanding. However, in the middle years of the school, teachers have less effective questioning skills that do not involve the pupils sufficiently. The final part of lessons is generally used effectively to ensure that the pupils reflect on their learning and in the better lessons, teachers use this time to challenge the pupils even further. To improve writing, teachers should plan more time for pupils to plan, draft and finish a longer piece of work.

24. Teaching and learning are satisfactory in mathematics but good overall in Years 4-6. Teachers apply the National Numeracy Strategy well and plan particularly good opportunities for pupils to use and apply their mathematical skills. Pupils are given a good level of support by both their teachers and by teaching assistants. There is, however, too much satisfactory teaching which lacks the brisk pace and challenge found in the good or very good lessons. Pupils' learning is enhanced by their positive attitudes towards their work in the subject. The contribution made by the subject to other areas of the curriculum is generally satisfactory. There is some good use of ICT but this is not regularly planned or monitored. Homework is used appropriately to support learning.

25. In science, the quality of teaching and learning observed during the inspection was good because of the teachers' good planning which enabled pupils to learn effectively and achieve the objectives of the lesson. The teachers' knowledge of science and of how it is learned is good. They are careful to use, and to get the pupils to use, correct scientific language. However, the attainment of those pupils with a higher potential remains disappointingly low. In some classes, the amount of work undertaken over time does not challenge the pupils to attain as highly as they are able. There is a lack of regular, rigorous and consistent assessment and analysis of results of all pupils' work to focus teaching on where it can have the most positive effect on raising standards.

26. In ICT, teaching and learning are satisfactory overall with instances of good teaching. Teachers' own skills, knowledge and understanding are continually being improved. Questions are used well and teachers demonstrate and involve pupils effectively in the practical demonstration. A weakness occurs in learning because pupils cannot immediately practise what they have seen demonstrated because of lack of equipment.

27. The quality of teaching and learning in religious education is satisfactory with some very good teaching in Years 5 and 6. Teachers use all available resources and base their teaching on good subject knowledge and understanding. Pupils behave well and listen attentively in lessons. Good use is made of religious objects to give a sense of realism to the pupils' experience. Pupils are encouraged to think deeply about what they learn and to relate it as far as they can to everyday matters in their own lives. This immediacy enables good quality learning to take place. When the teaching is very good, there is a brisker pace and higher levels of expectation and the pupils respond well to the challenge to think. They are taught how to think reflectively, in a range of subjects, and use this skill to good effect in religious education.

28. There are strengths in the teaching of art and design, design and technology, music and physical education and the quality of teaching and learning are good. In art, the lessons are well organised and teachers give clear guidelines. Pupils are absorbed in their work because it is interesting and challenging. The work of professional artists is used well to extend knowledge of different styles of artwork. There are instances of very good teaching in design and technology in Year 6 where there is a buzz of enthusiasm as all pupils become absorbed in their work. There is a strong emphasis on developing pupils' ability to explore design and to select appropriate designs. In music lessons are well planned to meet the learning objectives and to provide a broad range of musical experiences. Pupils frequently work in small groups as they compose or appraise music and in this way all pupils are involved and contribute. Teachers have sufficient knowledge to teach the planned lesson but frequently lack the confidence to extend the pupils by utilising the knowledge gained from their instrumental tuition. A good number of visiting specialist teachers have a very positive impact on pupils' attainment and enjoyment of the subject. In the best lessons in physical education, teachers have high expectations, challenging the pupils to improve. Pupils put a good amount of effort into and show interest in their work.

29. Teaching and learning are satisfactory in history and geography. In history, excellent and unsatisfactory teaching was observed. The excellent lesson showed a very good knowledge of the subject and high expectations which highly motivated the pupils. In the unsatisfactory lesson the tasks did not challenge or stimulate the pupils. In geography, no teaching was observed in Years 3-6 but teachers in Years 1 and 2 plan and provide an interesting range of activities to develop pupils' geographical skills.

30. Teachers do use day-to-day assessment effectively on a number of occasions to improve planning and standards of work but this is more because individual teachers recognise the importance of this rather than a stated school policy. Some good examples were observed in geography and physical education. In English throughout the school, group work that involves developing spelling and reading is well matched to the needs of the pupils, because teachers have assessment records to guide them. In mathematics, a teacher had identified shape as an area of weakness by analysing the optional tests and had reviewed her planning accordingly. Work is marked and some challenge is given but this is not consistent throughout the school. Homework levels are satisfactory but again are not consistent in all classes.

31. The teaching of pupils with special educational needs in classes, and in small groups with teaching assistants, is very good and effectively contributes to pupils' achievement. Pupils are withdrawn and supported individually and alongside others in a class situation. Adults know the pupils very well and they have a very good relationship with all pupils. The very good relationships, continual reinforcement of learning, and skilful use of questions contribute to the good progress pupils make. Pupils work towards their targets within the classroom alongside their peers and work is well matched to their ability. Pupils with special educational needs are supported for literacy, numeracy and other curriculum areas depending on their particular need. Assessment notes are made during many lessons and attainment is identified together with what needs to be reinforced next time. The teaching and learning of more able pupils is good when there is a brisk and challenging pace to lessons and satisfactory at other times.

32. The teaching of pupils who speak English as an additional language is satisfactory although there are some good features. Newly arrived pupils are targeted well and class teachers and teaching assistants meet the pupils' needs well within the daily planning and subject content of most lessons. However, the few pupils for whom English is an additional language do not always receive specific support for their language needs.

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

33. The curriculum provided for the pupils is a clear expression of the school's aims. It provides all the pupils with a broad range of learning experiences in all the subjects included in the National Curriculum and religious education. Full weight is given to creative subjects such as art and music so that while the core subjects of English and mathematics are allocated significant proportions of the timetable they do not overbalance it and a broad and balanced curriculum is maintained. It meets the needs of these pupils well and provides opportunities for them to develop as individuals. The inclusion of sex education and education in drugs awareness, provided with outside specialist help, ensures that all the curricular statutory requirements are fully met. Good attention is given to those aspects of the curriculum that are concerned with the personal development of the pupils especially through the well managed informal discussion sessions known as circle-time.

34. The school follows the guidelines for teaching English provided by the National Literacy Strategy including suggestions for supplementary and additional support for those pupils who can best

benefit from them. In the same way the National Numeracy Strategy suggestions are effectively followed. This style of planning focusing on what the pupils will learn rather than on what teachers will teach has also had a beneficial effect in other parts of the curriculum.

35. There is a very good range of activities provided beyond the classrooms and outside school hours. These include sports and games, music including both learning instruments and choral singing, drama and the Big Ideas and writing clubs. There is plenty of variety both in content and in the degree of commitment expected of the pupils; for example, some of the activities are longer term, others such as maypole dancing last only for a few sessions. This is a very significant feature in the working out of the school's aims and the creation of its ethos. All the groups of pupils represented in the school have equal access to the full range of activities provided.

36. The provision for pupils with special educational needs is very good. The early identification of need is a strength. Pupils identified with special educational needs receive very good support and this is reflected in the good progress they make during their time at the school. The support is ongoing and flexible and is planned to suit the needs of the individual pupil. Pupils receive individual support in withdrawal sessions, support in small groups and support through intervention in a whole-class situation if needed. The quality care and support ensure pupils develop confidence in their learning. Since the last inspection the provision and support for pupils with special educational needs has improved from good to very good. The school has made good progress ensuring the key issue identified in the last report has been fully met. The school has reviewed the arrangements for support and these now ensure pupils with special educational needs have their full entitlement to the curriculum. The school is aware of pupils with special talents and abilities but it has not yet compiled a register. The provision for pupils who speak English as an additional language is satisfactory. Although there is no written policy or clear procedures the member of staff responsible has attended appropriate training and makes sure that the pupils' level of English is assessed when they enter the school and that records on their progress are kept. Home language support is also available for these pupils.

37. There is good programme of study for the pupils' personal, social and health education in place. This has led to improvements in behaviour, self-esteem and relationships within the school. Circle-time is used to help the pupils to discuss issues that affect them and to find solutions to problems. For example, the rules governing what happens in school during wet playtimes were devised after such discussions.

38. The school is perceived as 'The Village School' by the community and there is a good deal of encouragement for its work from parents, friends, local clergy and community leaders and some local businesses, such as the pizza and local Indian restaurants who supported design and technology topics. The school in turn is involved in village ventures such as the entertaining of senior citizens at Christmas. There are also a number of parents and friends who regularly come into school to help the pupils with reading and other activities to raise standards. The family bingo sessions and discos put on by the friends of the school help to cement the good relations between the school and its community and contribute to the quality of life of the school. There is a good relationship with the local secondary school to which the majority of pupils go at age eleven. Since this school specialises in the arts, much of the contact relates to this area of activity. Pupils benefit from the use made of specialist staff and resources.

39. The school's provision for the pupils' spiritual development is very good. This is a marked improvement on the judgement made in the previous inspection. Not only are the occasions for reflection and prayer in the different types of collective worship important parts of the provision, but opportunities to explore feelings and important ideas in art, music and literature extend the pupils' experience. Examples of poetry written by the pupils about feelings of love or hatred reveal a depth of

understanding which is promoted by the close and sensitive study of poems in English such as Browning's 'Home Thoughts from Abroad'. The programme of study in religious education provides the pupils with a richer than usual experience of thinking about the impact of religious beliefs in the lives of believers, and provides them with opportunities to reflect on how that might affect themselves. The emphasis the school gives to thinking skills, and the development of judgement, underpins this aspect of the school's life. The good pattern of visits throughout the school, especially the residential visits in Years 4 and 6, contribute significantly to both the pupils' spiritual and social development. They develop self-understanding and self-assurance well, and these insights are further developed through the provision of circle-time.

40. The provision made for the pupils' moral and social development is good. Pupils are helped to a clear understanding of what is right and what is wrong both by the good management of behaviour and the reflection on it during the lessons of personal, social and health education. The involvement of pupils in devising rules for their classrooms at the beginning of each year provides them with good practical insights into what make some behaviours more acceptable than others. Even more positive encouragement, and understanding of social responsibilities, was provided by the involvement of the pupils in support for people in need, such as the Smile Charity which Year 4 supported efficiently and energetically providing boxes of necessities for refugees in the Balkans. The staff in the classrooms, as well as adult helpers, consciously provide good models of kindly and courteous behaviour, and this supports the pupils' moral as well as their social development. Pupils work co-operatively in class and play together well. They are encouraged to be open and generous towards one another. There is a sense of mutual respect between pupils and with the staff. There is a common set of values and an agreed set of rules which all the staff recognise and promote. This provides a good social basis for the school community, and a dependable grounding in social awareness for the pupils.

41. The provision for pupils' cultural development is very much improved since the previous report and is now good. It includes religious education with well-planned and delivered lessons on a range of religious beliefs and the cultures they support, music from other cultures, art from a variety of sources and literature from a wide range of cultures. There is also a strong element in the curriculum supporting the pupils' own cultural heritage, such as a study of the paintings of Lowry and Hockney. The school is looking to extending ways of enabling the pupils to meet people with different cultural backgrounds to enrich their experience further. There is an open and accepting ethos in the school which encourages the pupils to develop a response to difference that goes beyond toleration to celebration, for example their very positive response to the Hindu Day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The pastoral care arrangements for pupils are good, with particularly strong features in the personal support for vulnerable pupils and the prevention and elimination of all forms of oppressive behaviour. In all areas, except for assessment, the school has maintained or improved its provision since the last inspection. The school is developing and evaluating its procedures for assessing pupils' attainment and progress but as yet these do not guide improvement in the standards pupils are achieving. The assessment of pupils with special educational needs is good.

43. Procedures to promote and ensure pupils' well-being are good. The school has effective arrangements for induction to reception and other classes. Transfer arrangements with the local secondary school, which takes nearly all Year 6 pupils, are well established and effective. Pupils confirm that they are very well cared for when they are ill or otherwise distressed. The school works hard and deals very effectively with the small minority of pupils who are socially or emotionally vulnerable. Child protection procedures and those for looked after pupils are good. The procedures to

follow and the designated staff member are known by adults in the school. Effective links exist with social services and other outside agencies.

44. Procedures to ensure pupils' health and safety are good. Teachers make pupils aware of health and safety issues in lessons, such as in physical education, design and technology and science. This effectively contributes to the development of a safety-conscious attitude among them. Appropriate arrangements are in place to ensure safe use of the Internet. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First aid arrangements are well established and appropriate.

45. Procedures to monitor and promote good behaviour and discipline are good. Mutual respect and tolerance are the practical basis of all behaviour in school and nearly all pupils respond positively. Clear school rules are known and owned by pupils. Pupils speak positively about the fair way in which good behaviour is recognised and sanctions applied. On-going praise, in lessons and assemblies, are routine features. Measures to create and maintain discipline are appropriate, proportionate and effectively applied by most staff.

46. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good. The small minority of pupils with significant behaviour difficulties are clearly identified. Under the special needs' co-ordinator's leadership, behaviour improvement plans and the local authority's behaviour support service are very well used to support these pupils. The school has successfully re-integrated pupils at significant risk of exclusion, which is a very positive indication of the effectiveness of its measures. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff are very well supported by senior management in relation to playground incidents. Parents are effectively involved where concerns arise. Rare incidents of bullying or racism are openly confronted, based on conflict resolution principles. Pupils confirm that they feel comfortable reporting such incidents. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective.

47. Procedures to monitor and improve attendance are good. Regular attendance is the expectation for all pupils and full annual attendance is recognised at the end of each year. Absence, due to holidays during term-time, is effectively challenged. Parents are clear that they are expected to contact school on the first day of absence. Nearly all do.

48. Procedures for assessing pupils' attainment and progress are unsatisfactory overall but the school is developing systems for this. A new system for assessing pupils' attainment in English, mathematics and science has been developed this year and is being evaluated. It highlights areas for improvement well but is not clearly linked to National Curriculum levels. It is difficult to see at this stage how it will be developed to judge how well groups of pupils are achieving year on year, to modify planning or for setting individual and year group targets. There are some good examples that are used throughout the school such as in English where group work that involves developing spelling and reading is well matched to the needs of the pupils because teachers have assessment records to guide them. In science, the school has analysed test results and has improved pupils' understanding and writing up of investigative and experimental science. Pupils are involved in their own self-assessment in Year 6 and this is due to be implemented in the rest of the school. However, there is a lack of rigorous and consistent assessment and analysis of results of all pupils' work, to focus teaching on where it can have the most positive effect on raising standards. Assessment is not used rigorously enough to identify specific areas for improvement such as how the school can improve the performance of the more able pupils in science. Assessment in all other subjects is unsatisfactory.

49. The assessment of pupils with special educational needs is good. From an early stage assessments are used effectively to identify attainment, progress and targets for further development. Informative records of each pupil with special educational needs enable progress to be tracked over time and teachers and support staff make ongoing notes on attainment and progress. These records enable teachers to identify any problems and plan future targets effectively. Similarly assessments are used effectively to identify the stage of speaking English and to set targets for those pupils who speak English as an additional language.

50. Procedures to monitor and support pupils' personal development are good overall. Pupils and their needs are well known to staff. Good work and attitudes are celebrated, on a weekly basis, in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The practice of using circle-time to discuss current class issues is an effective way of reinforcing key messages and is appreciated by Year 6 pupils, for instance. A brief report on pupils' personal development forms part of the annual report to parents. There are increasing opportunities for pupil initiative and responsibility provided by charitable collections, the many performances, clubs and teams. Parents are very positive about the school's part in helping pupils become mature and responsible. They are particularly impressed by the school's emphasis on kindness, politeness and respect for everybody leading to a happy learning environment.

51. The school keeps detailed records and documentation on all pupils with special educational needs, and all class teachers have their own information. This ensures teachers are knowledgeable about individual difficulties pupils might encounter and pupils receive the appropriate support and guidance. All members of staff are totally committed to pupils in their care. Pupils have their own individual targets that are reviewed regularly. This all contributes to the very good care pupils receive. Pupils are encouraged by most members of staff to become independent in their learning and social skills. Staff are effective in establishing a supportive environment where pupils feel secure and can develop their self-esteem and confidence. There are very good opportunities in lessons for pupils to respond to questions and to share their work; this contributes to their growing confidence. For example, Year 3 pupils talk readily and listen to each other carefully taking turns at a variety of tasks. They have a friendship chart and plan targets, for example to play at break-time with certain pupils, and they report back on how they have done. Teaching assistants give good support. The special needs co-ordinator meets regularly with the support staff to review progress. There are regular meetings and very good links with outside agencies including the local authority. In one lesson for pupils with special educational needs, excellent teaching and highly relevant and purposeful activities all helped the pupils gain confidence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. As at the previous inspection, the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The school enjoys the trust and confidence of most of its parents.

53. Parents are positive about what the school provides and achieves. Over a third of parents replied to the questionnaire and 17, with children from all year groups, attended the pre-inspection meeting. Nearly all confirm that their children like school, behave well and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and the good levels of care given to pupils by staff. Most feel comfortable approaching the school with suggestions, questions or concerns. Most feel well informed about their children's progress, although a number consider the written annual reports to be somewhat bland. Inspection evidence generally supports parents' positive views, although pupils' progress and annual reports are judged to be satisfactory. Nevertheless, over a fifth do not consider that the school

provides the right level of homework. The main issue, based on the parents' meeting, is the low and irregular levels as pupils move from Years 3 to 5. Around an eighth express some concerns about the level of extra-curricular activities. Inspectors judge that the range of extra-curricular activities is well above what is usually seen in primary schools. Inspectors consider that homework levels seen are satisfactory overall. The school accepts that it has not specified expectations or monitored homework levels in junior classes for consistency between classes.

54. Links with parents make a good contribution to pupils' learning. The school works effectively to cater for the needs of all its parents. For instance, parents are given a choice of two evenings in relation to the termly parents' evenings. Teachers are accessible, approachable, listen and usually effectively address parents' concerns. Pupils' reading diaries provide a routine communication link between home and school. Parents are fully involved when concerns about pupils' progress, behaviour or attendance arise. The school has established good partnership links with parents of pupils with special educational needs and those for whom English is an additional language. The school values parental support and parents are involved in regular reviews concerning the pupils' progress. All parents are invited to attend meetings to discuss the achievement and progress of their children.

55. The quality of information given to parents is satisfactory overall. Ongoing contacts and termly parents' evenings mean parents are given good opportunities to get regular updates on progress or concerns. Frequent newsletters keep parents well informed on school life. The prospectus gives a clear outline on the school's expectations and character. The governors' annual report to parents gives a clear outline of the issues they are working on. However, the information provided on homework expectations is insufficient, based on an outdated policy. The quality of pupils' written annual reports is satisfactory. Reports convey a clear sense of what pupils are doing but few give a simple indication of how well pupils are doing by national standards. The identification of areas for improvement is not systematic.

56. Parents' involvement makes a good contribution to pupils' learning and the life of the school. Parents deliver on their key responsibilities of sending pupils to school at a well above average rate of attendance and nearly all inform the school in the event of absence. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. Parents are keen for their pupils to do well and respond positively to individual requests to discuss issues and concerns. Many parents attend and enjoy sports days and the high number of performances throughout the year. Parental attendance at parents' evenings is generally high, with most pupils represented. The school works hard to follow up any parental absences to minimise their impact on pupils' learning. Parents also provide effective wider support for the school. For example, all parent governor positions are filled and there is a significant level of adult helpers, mostly parents in infant classes. The active parent staff association provides good support by organising a range of successful fundraising and social events. The funds raised are making a key contribution towards the classroom extension projects. Their activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events, therefore also contribute to pupils' wider social and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. As at the previous inspection, leadership is good. Delegation of responsibilities amongst staff has increased significantly leading to a greatly increased capacity to bring about improvement. The increased emphasis on staff professional development contributes positively to improved staff motivation and teamwork. Management is satisfactory. To increase its pace of improvement, the school needs to give more emphasis to rigorously monitoring and evaluating its performance and taking positive and carefully planned steps to overcome its weaknesses.

58. The headteacher provides the school with effective leadership. He has a clear educational direction for the school and a high commitment to pupils and staff. He has been in post since just prior to the previous inspection and has worked effectively to change the school leadership style to one based on the development and empowerment of staff. As a result, a number of staff have been promoted to senior positions in other schools, giving rise to significant staff changes in recent years. This is an important contextual factor which, in the short term, has slowed the pace at which the school has achieved its objectives. Staff are very positive about the school leadership, which they find inspiring and motivating. They are particularly positive, about the strong emphasis placed on their professional development, as part of the performance management process, for example. The headteacher is a deep thinker and the instigator of many new ideas. He is delegating effectively to the other members of the leadership team. As a result, this new team now forms a highly visible and effective group who ensure a clear educational direction for the school.

59. The school's aims, created with the help of a governor's working group, sets out a distinctive educational approach and direction, which are effectively delivered. The school's aims place a strong emphasis on making pupils' learning the central feature of its work. The school is successful in developing the social and personal side of pupils' potential. This is a school where there is a shared commitment on the part of all adults to be inclusive, to promote positive relationships and to be encouraging to pupils. Pupils are shown dignity by adults and the consequent enhancement to their self-esteem shows in their behaviour and attitudes. The school is also particularly effective at developing pupils' creative skills and potential. This is reflected in the good standards achieved in the creative arts and the good provision for pupils' spiritual, moral, social and cultural development.

60. Management has clear strengths and weaknesses. A key strength is that the headteacher and his new deputy have quickly established an effective working partnership. The new deputy is effectively discharging his key responsibilities and influencing the practice of all staff. Subject co-ordination is good in mathematics, art and design, religious education, design and technology and music. The monitoring and evaluation of the school's performance, including teaching and its key whole-school priorities, although satisfactory, is a key area for improvement. Primarily as part of the performance management measures, there is an appropriate programme of lesson observation and associated feedback to individual staff. An appropriate objective-setting, monitoring and review structure is in place. A more strategic approach to professional development, through training, has been a positive outcome. However, more emphasis on pupil progress data and rigorous monitoring of teaching and learning in the classroom are needed to evaluate and improve the school's impact on pupils' academic standards. Mainly because of this, the management of the school can only be satisfactory. Regular reviews are held on the school development plan, which effectively identifies the main development priorities, such as problem solving in mathematics. In key areas, responsible staff create action plans to help bring about improvement. However, the lack of clearly specified target outcomes, makes reviews by senior staff and governor, more passive and less effective than they could be in terms of generating pace and a shared view of what is working and what needs further thought and action.

61. The governing body satisfactorily discharges its responsibilities. It is representative of the community it serves. It has an adequate grasp of its major statutory responsibilities which are appropriately discharged with the help of its sub-committees. The governing body has a good understanding of the school's strengths but its grasp of important areas for improvement is much less developed. It is not yet discharging its key strategic leadership role effectively. For example, involvement in setting the broad strategic direction, through the school development plan, takes the form of reviewing the school's draft plan rather than as a full partner in its creation. The governing

body has not yet established effective practical measures to hold the school to account in relation to identified areas for improvement.

62. There is a clear commitment to improvement among staff. The strong sense of teamwork together with the strong emphasis placed by the leadership on professional development, contribute significantly to staff's commitment. The school's capacity to succeed would be good, provided that the identified areas for improvement, in aspects of management are positively addressed.

63. The leadership and management of special educational needs are very good. The co-ordinator is a very good role model and is well supported by a caring team of teaching assistants. Special educational needs is well supported by the headteacher and governing body. Funds for special educational needs are very well used and pupils' interests are foremost when planning the budget and funding allocation. Resources for special educational needs are good and are easily accessible. Support staff ensure resources are well matched to the needs of the pupil. Many resources have been tailor-made for individual pupil needs. Planning and flexibility of the provision to meet the needs of pupils is a strength. There are very good links with outside agencies and a clear action plan for the development of special educational needs.

64. The management of the provision for English as an additional language is satisfactory. A member of the senior management team has taken responsibility for this and ensures that the needs of any pupils who speak English as an additional language are well met. She has received appropriate training and shares her knowledge with staff. However, because this aspect has not been identified in whole-school development and no clear responsibility has been identified, it has been left to one teacher to do all the development on her own initiative.

65. Leadership and management are unsatisfactory in the foundation stage. The co-ordinator is very supportive but has too many management roles. This impedes her effectiveness. She has positive ideas to develop the provision but is frustrated by the unsatisfactory resources and poor accommodation which is uninspiring and cramped and significantly restricts the choice and range of activities offered to children in many aspects of the curriculum. The long-term school development plan does identify the development of an effective learning environment for the foundation stage but inspectors found limited evidence to show that this was being addressed urgently.

66. Overall the strategic use of resources is good. New teachers, including those who are newly qualified, have an appropriate structure of support. On-going financial control and administration are secure. There are clear well-understood arrangements around ordering, approvals, invoicing and regular monitoring of expenditure. Longer-term financial planning is good. The effective practice of identifying and discussing options, in relation to spending on staffing, premises and on the curriculum, is well established. As a result, grants, including the standards fund, are well targeted and effectively used on the specific needs of the school. The financial balance carried forward to next year is being used for a classroom extension. Use of new technology is typical of what is currently seen for financial monitoring and a range of administrative tasks, including the use of the Internet and e-mail. Use of ICT facilities by staff and pupils for learning, whilst developing, is less than usually seen. The school recognises this is an area for development.

67. The principles of best value are effectively applied. The school regularly seeks a variety of quotes and sources to obtain best financial value. Staff, governors and parents are effectively consulted as part of introducing significant changes. Pupils' views have been sought on what makes a good school. Comparative academic and financial data, provided by the local authority, are shared with governors. Work on challenging and improving ways of doing things forms part of the school's

preparatory work in its Investors in People application. Full use of the school's assessment and test data on pupils' performance is an important area for improvement.

68. There is a good match of teaching and support staff to the demands of the curriculum. There is a good blend of experience and youth among teaching staff and this is reflected in the deployment in most year groups. The number of teaching assistants has increased significantly, since the previous inspection. As a result, in most classes effective additional support is available to address the needs of pupils with learning or behaviour difficulties. The efficient and dedicated contributions of office staff make a very good contribution to the smooth running of the school. Their contributions are highly valued by the headteacher and his teaching staff.

69. Accommodation and learning resources are satisfactory overall. The main accommodation provides a bright and generally clean learning environment. The music room and hall are positive features. There are some good quality displays in classrooms and corridors. The playground is spacious and marked out to support a range of playground games, making playtime and lunchtime more interesting for pupils. The sizeable playing field provides additional playtime opportunities in periods of fine weather. Recent classroom extension work has addressed some of the previously identified cramped accommodation in junior classes. Additional similar work is planned. The range, quality and accessibility of learning resources in Years 1-6 are good in art, design and technology, music and to support pupils with special educational needs. There are a number of unsatisfactory features. In open plan areas, noise sometimes makes learning difficult in adjacent classes. The reception classes are cramped with no dedicated outside play area and learning resources are unsatisfactory. Resources need improving in geography. Female staff toilets are much too small and unhygienic with no hot water supply. Plans are well advanced to upgrade the outdated pupils' toilets.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The school should:

- 1) Monitor and evaluate its performance in more detail and with greater rigour and pace which are based on clear pre-specified outcomes (paragraphs 57, 60)
- 2) Improve the effectiveness of the monitoring, evaluation and development of teaching. (paragraph 60)
- 3) Increase the pace of lessons especially in Years 1-3 and ensure that teachers have the highest possible expectations of what the pupils are capable of and that they challenge the pupils to achieve their best. (paragraphs 23-25, 90, 97, 103, 130))

and improve

- 4) Standards in science by using information from assessment and the monitoring of teaching and planning to improve future work, especially for the more able pupils. (paragraph 100)
- 5) Standards in English by improving presentation and making sure that pupils have sufficient time to give their full attention to finishing their writing. (paragraphs 84, 88)
- 6) The use of assessment information in all subjects to amend provision, to challenge pupils and teachers, and to judge how successful they have been. (paragraphs 93, 99, 100, 109, 115, 120, 124, 131, 134, 139, 140)

- 7) The profile of the foundation stage within the school and its resources and accommodation, making sure that adults effectively interact in children's play and that standards in physical development improve. (paragraphs 65, 71-80)
- 8) The contribution of the governing body so that it challenges the school, holding it to account for the standards and quality of education it achieves. (paragraph 61)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

The school should also:

- Improve the accommodation and hygiene of staff and pupils' toilets as a matter of urgency. (paragraph 69)
- Ensure that all areas of the curriculum benefit from the increased use of ICT. (paragraph 126)
- Identify the provision for pupils who speak English as an additional language within whole school development. (paragraph 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

68

Number of discussions with staff, governors, other adults and pupils

41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	19	32	2	0	0
Percentage	3	19	28	47	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR- Y6

Number of pupils on the school's roll (FTE for part-time pupils)	393
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

YR- Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	83

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	30
	Girls	23	24	25
	Total	48	48	55
Percentage of pupils at NC level 2 or above	School	87 (90)	87 (93)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	30	28
	Girls	24	25	25
	Total	50	55	53
Percentage of pupils at NC level 2 or above	School	91 (93)	100 (97)	96 (85)
	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	21	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	26	24
	Girls	21	22	22
	Total	43	48	46
Percentage of pupils at NC level 4 or above	School	73 (84)	81 (71)	78 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	24
	Girls	23	23	23
	Total	41	46	47
Percentage of pupils at NC level 4 or above	School	69 (81)	78 (93)	80 (86)
	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	328	3	0
White – Irish			
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African			
Mixed – White and Asian	1	0	0
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	2	0	0
Any other ethnic group			
No ethnic group recorded			

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)	16
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	260

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	791280
Total expenditure	795471
Expenditure per pupil	2019
Balance brought forward from previous year	89830
Balance carried forward to next year	86539

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
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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	393
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	6	2	0
My child is making good progress in school.	52	45	3	1	0
Behaviour in the school is good.	31	59	6	1	3
My child gets the right amount of work to do at home.	22	53	19	3	3
The teaching is good.	48	49	1	1	2
I am kept well informed about how my child is getting on.	43	48	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	37	3	1	0
The school expects my child to work hard and achieve his or her best.	49	45	4	0	2
The school works closely with parents.	32	52	15	1	0
The school is well led and managed.	32	60	3	0	4
The school is helping my child become mature and responsible.	36	55	6	0	4
The school provides an interesting range of activities outside lessons.	31	51	10	3	5

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

71. Children join one of the two reception classes at the start of the academic year in which they will be five. Teachers' planning reflects the foundation stage curriculum, nationally recommended for these young children, which consists of six areas of learning. Most children have had experience in a playgroup or nursery before attending school and assessments indicate that their attainment on entry to the school is broadly in line with the county average. Children make satisfactory gains in learning, including those with special educational needs. By the time they are ready to start Year 1 the majority of children reach the nationally expected standards in all areas of learning.

72. Improvement has been good in the issue identified in the previous inspection and there is now appropriate documentation for the foundation stage. However, standards and teaching are not as good as those reported in the previous inspection. Although planning procedures have improved since the last inspection and now involve teaching assistants, attention is not always given to match tasks to different ability groups and consequently the attainment of some of the children, particularly the more able, is not as high as it could be. The provision for physical development is unsatisfactory. Currently the school has not completed the new Foundation Stage Profile to make judgements about each child's progress and report these to parents and the local authority. There is an urgent need for the school to raise the profile it gives to the provision of education for children in the reception classes.

Personal, social and emotional development

73. High priority is given to this area of development and attainment is above average. The children are happy, confident and secure in school and they work and play well together. They know the classroom rules and are becoming aware that sometimes they must wait for adult attention. They show an interest in the activities they are offered and know where classroom resources are stored. Children are learning to understand the feelings of others where circle-time is used effectively to extend children's social skills. In these sessions the children are good at taking turns and do not shout out or interrupt each other. As a result most children demonstrate positive behaviour and good attitudes to learning, have good relationships with other children and tidy up happily at the end of the session.

74. Teaching and learning are good. The teachers and adult helpers ensure that they reward positive behaviour and have good relationships with the children. Good opportunities are planned for children to work alone and in small and large groups. The circle-time sessions contribute very well to the children's personal development. Most children concentrate well on activities they have been given or selected for themselves but a few more able children do lose interest when activities are insufficiently challenging to capture their imagination.

Communication, language and literacy

75. By the end of the reception year, the children will achieve the expected learning goals. Progress is good in speaking and listening and the children attain levels higher than those expected for this age. Progress in all other aspects is satisfactory. The children communicate confidently with each other and are able to write short sentences in a legible and appropriately formed style independently. Less able children develop confidence with their speaking and listening skills. Most children can write recognisable letters and are aware that print is read from left to right and carries meaning. All children enjoy sharing books and taking them home regularly in their book bags. They

are introduced to keywords and letter sounds to help decipher new words. As a result many build simple words by their sound and the more able read all the words recommended for children in reception. However, during the inspection no big books or quality resources were used to promote reading and stimulate interest.

76. Teaching is satisfactory in this area of learning. Adults are caring and have a good relationship with the children. They build on the good relationship they have developed to extend the children's thinking and literacy skills. Questions are used well to extend speaking skills and a satisfactory range of activities is planned although resources are not as good as they could be. The children are happy and confident learners. A brisker pace and more challenge would ensure that all children, particularly the more able, are fully extended for the entire lesson.

Mathematical development

77. By the end of the reception year, the children will achieve the expected learning goals. Satisfactory progress is made to ensure that the majority of children reach a stage appropriate for starting Year 1 of the National Curriculum. The children are doing well in explaining how they work out a problem such as 12 count back 2. Many children count reliably to 20 where the more able children use much larger numbers and solve simple mathematical problems. Most children sort familiar objects into sets by colour and size and have a good understanding of two-dimensional shapes. They compare light and heavy objects and use mathematical language such as 'lighter' and 'heavier'. Over time they develop a confident use of positional language and accurately use words such as 'above', 'behind', 'inside' and 'under'. Good use is made of opportunities in the school day to use mathematics in a meaningful way to extend their knowledge and understanding such as counting and calculating the number of children after registration.

78. Teaching is satisfactory with strengths and weaknesses. There are well planned sessions where the children can communicate and extend their understanding of number, shape and measure. However, the brightest children are not always sufficiently challenged as in one unsatisfactory lesson seen during the inspection where they became bored and descended into inappropriate behaviour. There is insufficient adult intervention in children's play to help reinforce mathematical ideas and provide the opportunity to introduce new language and to encourage discussion.

Knowledge and understanding of the world

79. Children make good progress in this area of learning where attainment is above expectations. Children have a good understanding of the school environment and changes in the seasons. They have the opportunity to grow their own seeds and beans and the more able children can explain what is needed to make them germinate and grow. They see how tadpoles and caterpillars grow and change and have the opportunity to see larger animals on school visits. Through such activities children's personal, social and spiritual development is well promoted. Children learn to compare the past with present time by comparing old and new toys where good co-operation is received by parents as part of homework. Good opportunities are provided for pupils to develop computer skills where many work confidently using the mouse and independently work on computer programs and games.

80. Teaching is satisfactory. Lessons are well planned and stimulating activities are provided to extend the children's knowledge of the world. However, some activities are over-directed by adults and others are not guided enough. When told to play in the sandpit, which is too small, the children soon lose interest when unsupervised.

Physical development

81. There are limited opportunities provided to promote learning in physical education (PE) and as a result children are not reaching their full potential in this area of learning. There is still no designated play area for the under fives as reported in the previous inspection and resources are inadequate. The classrooms are too small for large apparatus and the limited outside play apparatus is underused. Storage facilities for the large apparatus are inadequate and the accommodation is unsatisfactory to promote physical development. As a result, children's development is mainly restricted to timetabled lessons in the hall, which they thoroughly enjoy and participate in keenly. Activities and tasks provided by teachers ensure that children handle scissors, glue and pencils carefully and include opportunities to develop these manipulative skills. In the lessons observed teaching was satisfactory but because of the restricted curriculum and resources for physical development the provision is unsatisfactory.

Creative development

82. Attainment in creative development is in line with expected levels at this age. The quality of teaching and learning is satisfactory. The children make sound progress in the use of colour and texture in their painting and pictures. They represent their own pictures in the style of Kandinsky and are beginning to learn the good practices and techniques evident in the rest of the school. The children enjoy playing percussion instruments, singing fun songs and choosing instruments to best fit different characters in the story of the Enormous Turnip. Opportunities for creative play are underdeveloped due to limited space for activities such as sand and water play. Inadequate resources and costumes inhibit children's imagination and scope in role-play activities. Role play areas are often not set up effectively or stimulating enough to help pupils engage in creative and imaginative play.

ENGLISH

83. The 2002 national test results showed that standards of pupils in Year 2 were well above average in reading and average in comparison with the performance of similar schools. Standards in writing were average but below average in comparison with the performance of similar schools. In the test results for pupils in Year 6, standards were average compared with all schools nationally, and well below average when compared to schools in similar contexts. In 2002 the progress pupils made between Years 3 and 6 was below the average.

84. At the time of the previous inspection, standards were judged to be above average by the end of Year 2 and Year 6. Since 1999 the school's results in English have fluctuated, but overall there has been a rise in attainment that is in line with the national trend. Inspection findings are that standards are around the national average at both Year 2 and Year 6 and that most pupils are working at levels appropriate for their age. Standards at Year 2 are not as good as last year because not so many pupils are achieving the higher levels due to the ability of the cohort and also there is too much satisfactory teaching. Standards for speaking and listening are average in Year 2, but are above average by Year 6. Standards for reading are above the expected levels in Year 2, but match the expected levels in Year 6. In writing, standards are around the national average by the end of Years 2 and 6. Many pupils in this year exhibit elements in their creative writing of higher attainment, but they do not fully achieve these higher standards because they have too few opportunities to complete a lengthy piece of work. Standards of presentation, including handwriting, are generally unsatisfactory. Progress overall across the school is satisfactory, but not consistent and pupils enjoy better teaching and make better progress in the oldest two years of the school. By the end of Year 6 girls achieve better than boys but the difference is less marked than in previous years. Pupils with special educational needs make good progress as they are provided with very focused support well matched to their needs in many lessons. The few pupils for whom English is an additional language do not receive regular specific support for their language needs but there is good support when first language speakers come into school when

the pupils are at an early stage of speaking English. The pupils for whom English is an additional language are well included in lessons and the clear structure in the phonics part of the lesson enables them to learn satisfactorily.

85. By the end of Year 2, standards in speaking and listening are average and they are above average by the end of Year 6. Children enter from the reception class with above average standards in speaking and listening skills. Year 1 pupils are effectively encouraged to explore language and to extend their vocabulary during their literacy lessons such as when describing an unfamiliar portrait. In Year 2, standards decline because insufficient attention or planning is devoted to this aspect of the curriculum and teachers frequently accept one word answers. As a consequence although the majority of pupils contribute confidently in groups and lessons they are not exploring ideas and using varied vocabulary to communicate them. In Years 4 and 5 pupils discuss aspects of poetry, communicating their ideas to others clearly. Progress and attainment in Year 6 are good. These teachers provide very carefully planned and structured drama lessons and very effectively raise attainment in speaking skills. Pupils are enabled to empathise with the characters, identify mood and select character-appropriate words and phrases. Pupils' listening skills are generally good throughout the school, whether it is an adult or a child who is talking. Pupils understand well what is being asked and respond verbally or by carrying out tasks as expected. The school lacks a structure for developing speaking skills, particularly for the development of a more formal language style.

86. Standards of reading are good in Years 1 and 2. By the end of Year 2, most pupils read at an appropriate level for their ability. There are few pupils who cannot gain meaning from print readily although the lower achievers are unsure of some of the words in their reading books and are discouraged by longer texts. For most, reading is an enjoyable activity and pupils are generally fluent. Many pupils are above average readers. These pupils read with enjoyment, and some but not all read with expression. They are adept at using information books and an encyclopaedia CD on the computer and put their good knowledge of alphabetical order to effective use. As part of their literacy lessons most pupils have achieved good understanding of the structure of information books and how to access information and they confidently explain the difference between the contents, index and glossary.

87. Most pupils in Years 3 to 6 can read satisfactorily and an average proportion read well when compared to expectations for their age. The great majority are given access to a range of real books in school and to take home. More able pupils are adept and fluent readers. Pupils in Years 3 to 6 have a quiet reading session every day and at these times the class teacher discusses with the pupils the text they are reading. The library is an identified area for development and has not been fully operational all year. Many new books have been purchased and these should have an impact on the library provision and on the class libraries. Although the library is to have a computer-organised classification system, the new provision has been designed without computers from which pupils can access information. Individual reading is carefully monitored and well organised so that all pupils have reading sessions individually and in small groups organised by ability. The comments that adults provide in records are informative and help the class teacher analyse the pupils' progress. In the younger junior classes, as part of the literacy lesson, pupils read a group reader together in a small group. There are not always identified learning objectives and as a consequence pupils' discussion tends to feature vocabulary extension and reading with expression, with a lack of emphasis on discussion of the writer's style and of developing reading skills beyond the literal. These missed opportunities restrict pupils' progress.

88. The development of creating writing skills is a school priority. Considerable emphasis has been placed upon this aspect of the curriculum and standards have started to rise. In each year group from Year 1 to 6 there is evidence of pupils learning how to structure a piece of written work, to select

vocabulary carefully and to write in a range of styles as advocated in the National Literacy Strategy. Higher-achieving pupils in Year 2 write fluently, formulating questions from prose, although they frequently forget to include the question marks. They have sufficient experiences of writing to achieve the standards expected of them nationally and by the end of Year 2 are beginning to be confident writers, able to organise their thoughts into sentences with full stops and capital letters in the right places. The full impact of the school's efforts to raise standards in creative writing can be seen in Year 6. These pupils regularly start their written work in an interesting punchy manner that holds the reader's attention. However, the achievement of the average and higher-attaining pupils is restricted because they have too few opportunities to plan and complete a lengthy piece of writing, to develop a plot and characters and to maintain the standard of their opening sentences throughout. Pupils do have many good opportunities to write creative descriptive poems. For example, pupils in Year 1 have written poems inspired by the music from 'Fingal's Cave'. This work is also linked to their artwork and is well presented, using a word processing package. From Years 3 to 6 pupils produce anthologies of poems of a good standard, using ICT to present the finished items in a thoughtful manner that reflects the message in the poem. Many of these poems, such as those related to feelings in Year 6, have a strong spiritual content. These skills are developed through teachers analysing the poems with their pupils. A very good example was seen of this in Year 5, where pupils discussed a poem by Browning. The class teacher read the poem with music from Vivaldi's 'Spring' from 'The Four Seasons' playing in the background. She used this very well to identify the structure of the poem and the rhyming patterns and then proceeded to introduce the use of punctuation, particularly commas, to achieve the desired emphasis and pauses in the text.

89. By Year 4, punctuation is beginning to be used well, and by the end of Year 6, most pupils employ speech, exclamation and question marks appropriately to punctuate their writing. Pupils are provided with a wide range of writing styles and challenges but there is a somewhat over-emphasis on science fiction, particularly in Years 3 and 4, and with an under-emphasis on such writing styles as explanations and newspaper reports, biographies and diaries. Word families are taught consistently throughout the school and standards of spelling are appropriate for pupils' age and ability levels. Computers are used to present finished work, but in the work sample there was little evidence that they are used as a teaching tool to develop skills. In Years 1 to 6, the pupils' good handwriting skills, which are evident in their handwriting books, are not transferred into their other English work or other subject books where work is sometimes untidy and messy and little attention is paid to presentation of work. Letters are often not joined up until pupils reach the upper classes of the school.

90. The quality of teaching and learning is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Teaching for the pupils in Year 3 is satisfactory but in Years 4, 5 and 6 teaching is very good. These teachers are keen, know their subject and generate a feeling of enthusiasm for the task that is transmitted to the pupils. In the very good lessons the range of tasks to achieve the objectives are interesting and very carefully structured enabling all groups of pupils to succeed and this leads to well motivated pupils. An example was seen in Year 6 when pupils complained when they had to stop their written work. Relationships between teachers and their pupils particularly in the older classes of the school are good and are a strength in the teaching. In most year groups, teachers have good questioning skills, extending pupils' knowledge and understanding. However, in the middle years of the school, teachers have less effective questioning skills that do not involve the pupils sufficiently. Their questioning lacks depth and they do not sufficiently extend learning. Throughout the school, group work that involves developing spelling and reading is well matched to the needs of the pupils, because teachers have assessment records to guide them. There are no systematic assessments of writing or spoken language and targets for pupils are not established. As a consequence, the teaching of these aspects of the subject frequently lack a clear focus and rigour. The final part of lessons is generally used effectively to ensure that the pupils reflect on their learning and the better teachers refer to the lesson objectives at these times. Many teachers make good use of ICT, such as playing music to set a

scene and in one lesson observed Year 6 pupils wrote on acetates and presented their work using the overhead projector at the end of the lesson. The class teacher then effectively encouraged a critical discussion of the work, knowing that all the class could see and therefore participate. Marking is frequently just brief comments about presentation or spelling as well as praise. In the best cases, there is an indication of how well the pupil has met what was asked for or how they could improve. Homework is set but a check is needed on consistency in all classes.

91. During the group work part of the lesson, the teaching assistants generally make a good contribution to the learning of the lower ability pupils and the pupils with special educational needs, helping them to make good progress. They work with small groups, discussing the work and enabling pupils to complete their tasks, sometimes acting as their scribe. In this way, these pupils make good progress and are fully included in the lesson. When the class teacher is addressing the whole class, particularly at the start of the lesson these support staff are sometimes under-used. They do not always sit with the pupils with special educational needs or the pupils for whom English is not their first language discussing and enlarging upon what the class teacher has said, and thereby ensuring that these children are fully comprehending the teaching.

92. The great majority of pupils enjoy the subject and are keen to learn. They pay good attention and respond promptly and thoughtfully to adults. They try to produce their best work and effort and persevere with tasks until they are finished. Pupils have a positive attitude to the subject and to creative writing. The school's self-analysis in the past identified that pupils' attitudes were not positive in relation to creative writing and it is a tribute to the school that this change in attitudes has taken place.

93. The subject is starting to be effectively managed but there are many areas in need of development. The National Literacy Strategy has been successfully introduced. The previous co-ordinator very appropriately identified that the standards of pupils' written English did not reflect the standards of their spoken English and training was introduced to rectify this. The new co-ordinator has devoted much time to staff training in the skills of developing creative writing. However, he has only monitored teaching and standards in Years 3-6 and as yet is not familiar with the teaching taking place in the younger classes. Assessment of pupils' writing and of their spoken language is not sufficiently rigorous or informative. Targets are not set for individual pupils and each pupil's progress as they move through the school is not monitored to ensure that it is appropriate. Until the assessment and monitoring systems are well established, the teaching cannot be sufficiently focused or rigorous. The use of ICT is generally satisfactory but more consistent use could be made of this technology, for example, to teach basic skills of punctuation and spelling. The skills learned in literacy are used to support other areas of the curriculum and there are opportunities for extended writing in religious education, history and to a lesser extent in geography, but these opportunities could be more specifically planned and be more consistently applied. The national initiatives to support literacy skills of the lower-attaining pupils have been effectively implemented and, particularly in Years 1 and 5, pupils benefit from this specialised approach and make good progress.

MATHEMATICS

94. In the 2002 National Curriculum tests for seven and eleven year olds, standards were above the national average. When compared to schools with a similar intake of pupils, standards were average by the end of Year 2 but below average by the end of Year 6. In 2002 the progress pupils made between Years 3 and 6 was average. Girls did better than boys in the 2002 tests for seven year olds. Standards are similar to those reported at the previous inspection. Indications from the tests for 2003 and inspection findings show similar, but not quite as good, standards this year in Year 6 but standards are still above average. Standards in Year 2 are average. This is lower than last year

because not so many pupils are achieving the higher levels due to the ability of the cohort. Too much satisfactory teaching is also a contributory factor. Overall pupils achieve well. Pupils with special educational needs do very well. Those pupils who are more able do well when the teaching has a brisk pace and is challenging but in a significant number of lessons this does not happen and their progress could be better. Pupils who speak English as an additional language receive appropriate levels of support to enable them to achieve as well as their peers. A strength in the subject is that pupils are developing flexible approaches to problem-solving and look for ways to overcome difficulties, explaining their reasons. This is because the school has prioritised this aspect well.

95. By the end of Year 2, pupils add, subtract, divide and multiply simple number problems. They have a satisfactory grasp of mathematical language, can discuss what they have done and are good at explaining their results. Most pupils work competently with numbers up to 100 and can count in tens to 300. They make some good progress in using money and calculate problems involving change from £1. The more able use money to £5 and use numbers to 1000. Many pupils measure distance and weight using metres and kilograms. They have a satisfactory understanding of two and three-dimensional shapes. Data handling is developing well. Pupils construct good charts to show different types of pizza they enjoy and do block graphs of their favourite pets.

96. By the end of Year 6, pupils use the number system confidently and work well in the four number operations. Year 3 pupils do well using mathematical language when developing oral and mental skills. Pupils in Year 4 make good progress in working out the number of cubes in a three-dimensional shape by observing a two-dimensional drawing. Year 5 pupils solve simple algebra problems showing understanding of the operations involved. They make good use of ICT when using a spreadsheet to plan a budget for a trip. They construct a graph showing the temperature during the last 24 hours. By the end of Year 6 pupils are good at working with high numbers and use their understanding of place value to multiply and divide whole numbers. Pupils recognise and describe number patterns and relationships including multiple and factor. They have a good knowledge of fractions, decimals and percentages. They find perimeters and areas of shapes and plot co-ordinates. They show a good understanding of collecting and recording data. They make a graph to show the frequency of possible outcomes when two dice are thrown. They produce pie and block graphs on the computer to show the weight of rubbish created in a week. Work is marked but not all teachers challenge the pupils to improve. Presentation is good in the older classes but it is not neat or clear enough in Years 1 and 2.

97. The quality of teaching and learning in mathematics is satisfactory in Years 1-3 and good in Years 4-6. In most lessons work is planned well to match the needs of pupils. Teachers have a good knowledge of the subject and implement the National Numeracy Strategy well. Lesson objectives are clearly identified. Teaching assistants provide good support in lessons and contribute well to the progress the pupils make. Teachers sharpen and develop pupils' mental skills at the beginning of lessons but this is not consistent in all lessons. In many lessons the teachers include time for pupils to discuss their mathematical work and to explain their thinking using mathematical language. The pupils show a confidence and enjoyment in mathematics. A strength in much of the teaching is that it enables pupils to develop their own strategies for solving problems and try out ideas of their own. However, the satisfactory lessons lack the brisk pace and the challenge that good lessons have and in some lessons the management of the class could be better. Teachers' expectations of what the pupils are capable of could be higher in these lessons. In a few lessons the level of work given to the pupils is not challenging enough and pupils do tasks that are too easy. There is some very good teaching in Year 6 where the teacher motivates the pupils very well through lively discussions and the work is very challenging. Pupils are thoroughly involved in problem-solving and looking for patterns in numbers to use to make a simple formula.

98. A significant strength is the support pupils with special educational needs receive in the classroom where pupils have a very good relationship with their teacher and this contributes towards standards achieved. In a Year 5 maths lesson, pupils identified for school action gained confidence in number work and were beginning to understand the relationship between multiplication and division of numbers up to 1000. They created their own operations with numbers under 20 using multiplication and division and saw the relationship between them. Learning was strengthened by the class teacher's use of questions. Very good support for a statemented pupil in Year 5 enabled the pupil to use the calculator for multiplication sums. The pupil gained confidence adding 10 to numbers under 100 because the teaching assistant was encouraging and challenging. The teaching assistant used questions well and this encouraged the pupil to think independently. The hundred square was well used to help the pupil see a pattern when adding 10 to a number. Pupils identified for 'school action plus' support identified multiplication facts but needed some help to do this. Where the support is less effective pupils are continually directed and do not have the opportunity to think for themselves. Assessment notes are made during the lesson, attainment is identified together with what needs to be reinforced next time. Pupils learn well because the support and resources are tailored to meet the needs of the individual pupil.

99. The co-ordination of mathematics is good. The new deputy headteacher is the co-ordinator and is supported by a Year 5 teacher. They have attended training and disseminated the information to the staff. They have produced a clear action plan, which has identified development in extending the provision for the more able and a review of assessment. New procedures for assessing pupils' attainment and progress are being trialled but these have not yet had an impact on future curriculum planning or identified how assessment can be used to challenge pupils and teachers to judge how successful they have been. There are a few examples where this has happened but it is not a regular feature. Test results are being analysed but this is not rigorous enough at present, although in a Year 4 lesson the teacher had identified shape as an area of weakness by analysing the optional tests and had reviewed her planning accordingly. Pupils are involved in their own self-assessment in Year 6 and this is due to be implemented in the rest of the school. There has been limited monitoring of lessons which should be an area of development so that teachers know how their teaching can be improved.

SCIENCE

100. By the end of Year 2, standards are broadly average. By the end of the current Year 6, from the evidence of classroom observations and the school's own records, it is clear that while many pupils are achieving the expected national level 4, the school's performance is still likely to be below average. Too small a proportion of the pupils are achieving the higher level 5 in spite of those with a lower potential doing well. This judgement represents a likely improvement on the tests in 2002 when the school's performance was well below the national expectations. However, the improvement is a modest one. Overall results in science have declined in comparison with those reported during the last inspection. Most pupils have improved in their understanding and writing up of investigative and experimental science throughout the school as a result of a well-judged planning decision based on an analysis of test results. However, the attainment of those pupils with a higher potential remain disappointingly low. There is a lack of regular, rigorous and consistent assessment and analysis of results of all pupils' work, to focus teaching on where it can have the most positive effect on raising standards.

101. Throughout the school, pupils with special educational needs and those with lower potentialities in science are given a good level of support by often skilled and competent teaching assistants. This has had a beneficial impact on standards. The science curriculum is open to all the pupils and there are no significant differences in standards between boys and girls. Those few pupils with English as

an additional language also receive appropriate levels of support to enable them to achieve as well as their peers.

102. Pupils in Years 1 and 2 are beginning to develop scientific skills, such as organising information and classifying it into useful categories, such as the work a Year 1 class were doing in their studies of growing up. They arranged a series of pictures and photographs of babies, children, adolescents and adults of various ages. In order to develop their thinking skills they were encouraged initially to sort them in whichever way they wanted, as long as they could explain their decision. Then after some discussion the idea of ordering according to the apparent age of the people pictured emerged, and they set about doing that successfully. This exercise also developed their ability to work co-operatively when investigating and testing. Older pupils in Year 2 learn about electricity and how a circuit is made. In some cases different work in this topic is provided for pupils of differing prior attainment, and this makes for higher achievement. The pupils are encouraged successfully to create and conduct simple experiments and to investigate phenomena such as the various types of seed dispersal. Their achievements are higher in those lessons where the work builds closely on their current levels of knowledge and understanding. Where the analysis of what they learned from previous lessons is less acute the pupils' progress and achievements are lower.

103. The programme of science provided for the older pupils in Years 3-6 covers the requirements of the National Curriculum successfully, and their interest is generally well maintained. In each year group most of the pupils achieve satisfactorily. However, in some classes the amount of work undertaken over time does not challenge the pupils to attain as highly as they are able, errors in work are left unchecked, and pupils are allowed to produce work that is lower in both quality and quantity than is expected. In too many cases this acceptance of poorly presented work lowers expectations and the pupils are content to achieve less well than they might. In other lessons, where the teaching is well-paced and challenging, progress in learning is rapid and achievements are good. One example was a well-structured and excitingly taught lesson on the process of pollination in plants. The pupils worked at a good pace and with a good degree of involvement to find out and understand how the process works, and to identify the parts of a plant that are used. The use of practical methods of enquiry, and careful writing up of findings, enabled Year 4 pupils to discover ways of separating dry materials successfully. They also discovered where dry separation would not work, e.g. separating salt and sand, and the most enthusiastic among them working unaided thought of dissolving the salt, but were still working out how to regain it. This is a good example of the way in which the school has set about developing the skills of scientific thinking that lie at the heart of good scientific education. However, the challenge to go even further, to think even more deeply is not made regularly enough.

104. The quality of teaching and learning observed during the inspection was good because of the teachers' good planning which enabled pupils to learn effectively and achieve the objectives of the lesson. Pupils were motivated and curious. There was a good level of competence in the management of pupils, in the good use of support staff and resources and in the use of homework. The teachers' knowledge of science and of how it is learned is evident among the older pupils, as is the effectiveness of the teachers' planning. This good level of professional competence ensures that, the majority of the pupils make satisfactory progress and learn to think scientifically well. The staff are careful to use, and to get the pupils to use, correct scientific language. In some classes, use is made of numeracy skills to produce graphs and other mathematical methods of recording information but this is not regular or general. There is some use of ICT to extend learning in science, such as the use of an electronic microscope and display, but the use of ICT is neither commonly found nor extended.

105. The management of the subject is generally sound, but the scrutiny of planning, the analysis of test results and the use of this information to improve future work are not yet regular nor found in all

classes. The monitoring of teaching and learning is at an early stage of development so that good practices are not shared as effectively as they might be. The subject, especially the work on living things and the exploration of materials, provides the pupils with opportunities to wonder at the created world, and where this is realised the pupils' spiritual and aesthetic development benefits.

ART AND DESIGN

106. Standards by the end of Year 2 and Year 6 are above those expected nationally. All pupils, including those with special educational needs, make good progress and achieve well. Pupils with English as a second language are well supported and make the same progress as their peers. Artwork is appreciated and attractively displayed throughout the school. All pupils have their own sketchbook and this is well used. Since the last inspection standards have improved in the infant classes from average to good. The school has benefited from very good links with the secondary school and from visits from professional artists.

107. By the end of Year 2, pupils have used a good range of different media and have experienced techniques in using paint, clay, pencil and collage work. The work of professional artists is well used; for example, Year 2 pupils produce pictures using collage and paint in the style of Mondrian. They observe Jackson Pollock's method of dripping and smearing paint and work in groups to produce a picture in the same style. Pupils use colour effectively in their work; for example, red and black are used to communicate anger. Pupils in Year 2 make good progress learning to shape clay. They describe the technique used to create the eyes and nose on their African masks. All pupils enjoy their art lessons and confidently use pencils and pastels to capture a still-life flower or fruit. They know how to apply more pressure to increase the tone of colour and to add texture to their work. Pupils are able to explain how to improve their work by using smudging or different tones of colour. There are good links with literacy; for example, pupils use illustrations from the book 'The Hunter' by Paul Geraghty to inspire their collage work using silhouettes to enhance their image of the jungle. The computer is used to draw skeletons but the use of ICT to enhance art is not as well used as it could be.

108. The good progress continues as pupils move through the school with examples of work in Year 3 and 4 that is well above average. Year 3 pupils have created an attractive display called 'Toad Gallery' including characters from 'Wind in the Willows' using paint, fabric and pastels. The work shows very good attention to detail. The more able pupils complete landscape paintings of the riverside and Toad Hall showing good composition and perspective. The pupils capture the individual characteristics of Toad and Badger. The quality of artwork in Year 4 is well above average with pupils creating attractive tonal portrait studies in shades of green and blue. Pupils in Year 4 use pastels well to create the gallery of Henry VIII's wives. They use smudging and tone effectively to capture the different physical characteristics of the wives. By the age of eleven, pupils create above average portrait sketches using the style of professional artist L.S.Lowry as a stimulus. Shading and attention to detail is above average. Art is used well to enhance learning in other subjects. Year 4 pupils paint Viking boats. Calligraphy printing produced with a visiting professional artist is also well above average. The three-dimensional work is less well developed as pupils progress through the school and work in the junior classes does not build on the good work seen in Year 2.

109. The quality of teaching is good. Lessons are well organised and teachers place an appropriate emphasis on developing techniques. Teachers give clear guidelines and pupils become absorbed in their work because it is interesting and challenging. Pupils are encouraged to improve the quality of their work and this leads to the good standards of work observed. The work of professional artists is used well to extend knowledge of different styles of artwork. Assessment is unsatisfactory and the school is aware that this is an area for development. Planning clearly identifies progression and the school has used national planning to support its own. Art club is popular and well attended. Resources

are good and easily accessible. The small art room is well used and provides an attractive base. The school benefits from its own kiln and this is well used.

110. The subject is well led. The headteacher is currently supporting the new co-ordinator. Art has a prominent focus around the school and pupils' artwork is appreciated and attractively displayed. There has been no formal monitoring of teaching and learning. There is a clear action plan that includes developing a school portfolio of work to provide examples of good work.

DESIGN AND TECHNOLOGY

111. Standards of attainment by the end of Year 2 and Year 6 are above those expected nationally for pupils of this age. All pupils including those with special educational needs make good progress in their learning. Pupils with English as a second language are well supported and make the same progress as their peers. The provision for design and technology is good and the subject has a prominent focus around the school. It is evident that the subject is valued. Since the last inspection, standards have improved from average to above average and the school has made good progress addressing the key issue to combine ideas from design and technology with other subject areas such as religious education, history and geography.

112. The process of designing, making and evaluation is well established throughout the school. By the end of Year 2 pupils make good progress learning about the properties of different materials and how best to shape, assemble and join them. Pupils in Year 2 design and make a moving vehicle using axles and wheels. They plan appropriately drawing sketches to show the front and side view of their vehicle. Pupils identify the materials to be used and how they will attach the wheels and axles. They make a vehicle with moving wheels and all pupils are able to assemble and join different materials. They use glue, punching holes and fixing axles and wheels to enable their vehicle to travel. Pupils make good progress learning to comment on their work and make simple evaluations of their designs and product. All pupils cut out and make a coat for Joseph. They sew neat running stitches to make Joseph's coat of many colours and they learn to modify their designs adding edging decoration to prevent the material fraying. Pupils decorate their coats with a variety of attractive patterns and designs. The school has good links with local businesses and pupils visit Pizza Express before designing their own pizza.

113. The making of structures continues throughout the school. Pupils in Year 4 design a purse for a specific person such as a teenager or young child. Their designs successfully meet the design brief. There are appropriate links with numeracy as pupils measure their drawings and fabric. Design and technology is used to enhance learning in religious education and literacy. Pupils use their imagination to design and make jointed figures to illustrate the Christmas story. They learn to evaluate their work identifying what was successful and what could be better. Pupils enjoy their design and technology lessons. The use of ICT to enhance learning is less well developed.

114. By the age of eleven, pupils are able to design following a more complex design brief. They record their ideas clearly in an ideas storm and show how they have selected their final design for their fairground ride. Photographs and pictures are used well to enhance the work. Pupils incorporate wood, card and string in their designs and show clearly how their designs will be powered by electric motor, use an on-off switch, move in a circular motion and use a pulley. They all produce detailed working drawings of their fairground design identifying the scale of their drawings such as 1:2. Measurements are carefully identified and transferred to wood and card. A pupil with special educational needs makes very good progress designing a fairground ride and identifying the position of the motor. He measures the materials carefully checking they match the design measurements and is able to explain clearly how the motor will move the machine. More able pupils explain clearly where

the motor and pulley will be attached and give their fairground ride a name such as Zoom, Zoom, Zoom. Average pupils debate the style of the on-off switch after observing the smooth action of the hair grip. All pupils in Year 6 have a good understanding of risk assessment and how to identify potential risks. They all know sleeves must be rolled up when using equipment such as saws and drills. Pupils co-operate well with each other using saws and drills sensibly. .

115. No teaching was observed during the inspection in Years 1 and 2, but scrutiny of work indicates that the quality of teaching and learning is good. Teaching and learning is good in Years 3-6 with instances of very good teaching and learning in Year 6. In the very good lessons a buzz of enthusiasm is evident as all pupils become absorbed in their work. They are reluctant to finish the lesson. There is a strong emphasis on developing pupils' ability to explore design and to select appropriate designs. This is balanced by a focus on developing technical skills to make their design and a constant stress on evaluating and suggesting ways to improve. Planning is satisfactory, based on national guidelines, and linked to other subjects. However, the assessment arrangements are unsatisfactory because they do not enable teachers to track the progress that pupils make

116. The subject is well led. The headteacher is currently supporting a new co-ordinator. There is a clear action plan and the subject is given a prominent focus around the school. There has been no monitoring of teaching and learning and this is an area for development. Resources are good and the attractive design and technology bay is easily accessible.

GEOGRAPHY

117. Pupils make satisfactory progress up to Year 2 where standards are just satisfactory. They continue to make just satisfactory progress until the end of Year 5, supported by the school's good curriculum planning. In Year 6 this curriculum has not been followed and as a consequence at the time of the inspection pupils were not achieving the expected standards. Pupils' mapping skills are sound, but their knowledge of world geography is poor. Geography does not have a high profile in the school and very little pupils' work was on display from Years 3, 4 and 5 during the inspection. As no teaching in these years could be observed the judgement on attainment and progress in these year groups is from work in pupils' books and the school's planning. Standards in Years 3-6 have declined since the previous inspection.

118. By the end of Year 2, pupils know about the geographical features of the locality and of areas further afield. They are starting to study the island of St Lucia, and from their previous study of the island of Struay they know that it will be surrounded by sea and have a beach. They also surmise from its location that the weather will be hot and that there will be palm trees. Their study of the Island of Struay links to a well-known book, which gives a context for their geography. Pupils understand how land and buildings are used, and that some features are man-made whereas others are natural. They compare the seaside with other areas. Pupils are starting to have an idea of maps. More able pupils recognise north and south on a compass and its direction on a map and most pupils can draw an imaginary island map, marking in such features as a harbour, river, volcano and campsite. Pupils' knowledge of the main features on the map of the United Kingdom and the location of this country on a world map is not as well developed as it should be. The work in Year 2 is well supported by that in Year 1 where pupils identify features of the school grounds that they like or dislike and more able pupils state a reason for this.

119. Over time, pupils in Years 3 to 5 gain a satisfactory understanding of geographical facts and skills, including knowledge of climate and mapping skills, but not sufficient to meet the full requirements of the subject without reinforcement in Year 6. In Year 5 pupils have studied two locations, Llandudno and Nilgiri, an Indian village, comparing aspects such as rainfall. They have also studied

the locality of Middleton Cheney, using eight maps of differing scale to help them in their work. In Year 4, pupils have studied the route of a river from source to mouth, but the work in pupils' books is not to a great depth. In Year 3, pupils have investigated aspects of the locality around the school such as a weather survey, where they measured rainfall and temperature. During the inspection pupils in Year 6 were studying the effects of pollution and they have a good understanding of the possible impact of this in the future and the need for rubbish to be recycled. Their work on pollution started with a collection of rubbish and the analysis of this was well linked to their learning in numeracy, in science and in ICT as they used a computer program to draw a range of graphs to help them analyse their findings. At the end of their work pupils use their literacy skills and work as a group to produce poems identifying the impact of pollution in years to come. During a residential visit they undertook some practical map work, locating features using co-ordinates, finding these using a compass and then constructing a map at the base. However, these pupils have not benefited from the planned topics for this year group. These include 'news from around the world' and a large project related to the national parks, of which pollution was one of many issues. As a consequence pupils' knowledge of Europe and the world is below expectations and they have not become involved in a conservation issue that helps them understand how the environment can be managed. In Years 3-6, the quantity and quality of pupils' own writing hinders high achievement.

120. Pupils respond well to teaching, which is always satisfactory and sometimes good. Relationships and classroom management are generally good. Teachers plan lessons that are well structured to meet the learning objectives and to include a range of interesting activities for pupils. Teachers monitor pupils carefully in the lessons they have modified the work accordingly, so that pupils can achieve the planned learning. However, the lack of clear assessment has meant that some of the planned activities in Year 2 have not been accurately matching the pupils' ability.

121. The co-ordinator is new to the subject and to the role. She has been provided with appropriate training and her priorities for development are sound. At present the school lacks any processes for monitoring the progress of pupils in geography and the co-ordinator is currently developing a system. Planning is not checked by the co-ordinator and there is no time allocated for the monitoring of what is happening in the classroom or a comprehensive analysis of work in books. This limits the sharing of good practice or the early identification of areas that require further development. A strength in the provision is the school's curriculum which includes good guidance on the use of ICT, the skills to be taught in each year group including map skills and the key vocabulary. This still needs development, as the co-ordinator recognises and in many year groups teachers are now planning lessons for each unit. In this way the school is producing a curriculum adjusted to its own circumstances. There are some effective cross-curricular links with subjects such as numeracy and science. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development particularly in Year 6, where pupils are recognising the moral dilemmas related to pollution and recycling. The quantity and quality of resources are inadequate particularly for the younger pupils. Pupils use ICT as a tool to aid their learning but not frequently enough.

HISTORY

122. Standards of attainment are in line with national expectations by the end of Year 2 and Year 6. In the last report, standards were judged to be above expectation at Year 2 but no judgement was made at Year 6. During the inspection, due to timetabling arrangements, it was not possible to see any history lessons in Years 1 and 2. Observations are based on information from other sources including discussions with staff and pupils and examination of past and present work.

123. By the end of Year 2, pupils are developing a sense of chronology and an awareness of the differences between the ways of life now and in the past. Pupils compare modern toys with those in

the past and look at the styles of different homes in the village. They learn about the everyday life of famous people in the past such as Charles II and Samuel Pepys and famous events such as the Great Fire of London. In Years 3 to 6 pupils' knowledge of daily life and customs of various periods in the past is extended by studies such as the Egyptians, Ancient Greece, Vikings, Tudors and Victorians. In an excellent lesson in Year 4, pupils displayed a very good understanding of the difference between primary and secondary sources of evidence. Pupils' learning is effectively reinforced by visits such as to Holdenby House where they dress in costume and re-enact different roles in a Victorian household.

124. The quality of teaching and learning is satisfactory. In the lessons observed during the inspection, teaching ranged from excellent to unsatisfactory. In the last inspection teaching was reported to be good. In the best lessons, teaching and learning are very effective where teachers carefully plan interesting activities to capture the imagination of all pupils including the more able and those with special educational needs. In such lessons, teachers have very high expectations and very good subject knowledge and the pace of lessons is brisk. Pupils are very well motivated and challenged by the tasks set and show high levels of interest as seen during the inspection when finding out about the Egyptians. Where teaching and learning are less effective, time is not used effectively and insufficient attention is given to planning appropriate tasks to challenge and stimulate pupils. As a result pupils lose interest and a few start to become disruptive which has a negative impact on both their learning and that of their classmates. Assessment procedures are underdeveloped and assessment is not used effectively to plan future work. As a result work is not always matched to the ability of all pupils.

125. Co-ordination is satisfactory. The co-ordinator is keen to improve provision for the subject. She has identified the need to improve links with literacy and ICT and provide more artefacts and opportunities for independent research to support pupils' learning. Currently, however, she has no opportunity to monitor teaching and learning across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards by the end of Year 2 and Year 6 are in line with those expected nationally. All pupils, including those with special educational needs make sound progress in their learning. Pupils who speak English as an additional language are well supported and make the same progress as their peers. The school has identified ICT as an area for development and inspection evidence would support the need for this. Training has helped to improve the expertise of all teachers in relation to planning. However, there is insufficient focus on ICT around the school.

127. Since the last inspection, the school has made satisfactory progress in the provision for ICT. It has purchased 14 new computers and these are all linked to a network. The current provision enables teachers to make appropriate use of a laptop computer and projector to teach basic skills. However, the lack of a computer suite or laptop computers for the class means that pupils do not have immediate access to computers after an initial teaching input. This slows down the pace of learning for some pupils. All pupils complete a weekly task but this does not always ensure more able pupils are challenged appropriately. The school is developing the range of software available but this is not as good as it could be and reflects the limited use of ICT to reinforce learning in other subject areas. There is some evidence that computer skills are used in mathematics to produce bar and pie charts to show research information from a class environmental study. Word processing skills are used in literacy to present poems and written work and there is some evidence of pupils researching information for history but evidence is thin. Computers are not used as much as they could be across the school.

128. By the age of seven, pupils build satisfactorily on their knowledge from Year 1 where they learn to change the font size and more able pupils explain and demonstrate how to add and take away capital letters. Pupils in Year 1 understand that information can be presented in a variety of forms and pupils in Year 2 know information can be collected in a variety of ways. By the age of seven pupils have sound knowledge and achieve average standards in the basic skills of using the keyboard, although they do not have enough opportunities to transfer their skills across other areas of the curriculum. Pupils type with reasonable speed and accuracy for their age. They use a graphics program and can draw pictures, varying the tools and colours they use; for example, they draw a skeleton and a picture in the style of Mondrian. Pupils make satisfactory progress using the computer to enter text and to use software to reinforce reading skills. They make good progress planning instructions for controlling the floor robot to find the way to the treasure. Pupils make sound progress learning to research information from the 'Amazing Dictionary' source and how to follow up lines of information using a hot line and hyper link. They know how to activate sound and listen to the talking dictionary.

129. Pupils in Years 3 to 6 show increasing confidence in their use of computers and are able to research information from the Internet, incorporating what they find into their studies. Year 3 pupils research information about the Vikings and find out information about healthy eating habits. Year 6 pupils research information about famous people in history such as Churchill, Roosevelt, John Lennon and Alfred the Great. Pupils in Years 6 know how to input data into a spreadsheet; for example, they add sums of money from a shopping trip. They demonstrate satisfactory knowledge of a range of animation techniques to illustrate computer slides and use word processing packages confidently. Pupils explain clearly how they used the computer to communicate their experiences during their field trip to the Isle of Wight to parents. More able pupils describe how they add sound. Pupils make good progress in Year 5 learning to use the computer to control a movement such as a traffic light. They can explain and demonstrate how to programme the colour, time and sequence order of the lights.

130. Teaching and learning are satisfactory overall with instances of good teaching. The current methods used, however, incur additional organisation and expose teachers to stress because equipment is shared with other classes and has to be set out immediately prior to the lesson. Teachers have worked hard to improve their own skills, knowledge and understanding. Questions are used well and teachers demonstrate and involve pupils effectively in the practical demonstration. A weakness occurs in learning because pupils cannot immediately practise what they have seen demonstrated. The pupils are currently achieving standards that are in line with national expectations but with more efficient methods of teaching and learning they could be good. When teaching is less effective, planning does not identify work for higher-attaining pupils, who are not always extended and challenged by demanding work.

131. The co-ordinator has only been responsible for ICT since September but she has a clear vision for the development of the subject. There is a good action plan which identifies areas for development clearly. Assessment of the subject is unsatisfactory and is an area for development. The co-ordinator has not monitored teaching and learning. The subject makes a sound contribution to the pupils' spiritual, moral, social and cultural development.

MUSIC

132. Standards are above those expected nationally for pupils by the end of Year 6. Insufficient evidence was available during the inspection to make a judgement on attainment up to Year 2. All aspects of the subject are taught throughout the school including performing, composing and appraising music. Standards remain similar to those found during the previous inspection but the numbers of pupils learning to play a musical instrument have increased. A key feature of the provision, and what

raises attainment significantly, is the large number of pupils who have experience of learning to play a musical instrument and therefore to read music. About 25% of pupils in Years 3 to 6 take the opportunity to learn to play an instrument with visiting tutors and they make good progress. The choice is wide and includes the violin or the larger string instruments, brass, woodwind and guitar. In addition, in the lunch hour, many more pupils play the recorder. The numbers playing the recorder are so great that, from an equal opportunity point of view, the school should, in one year group, make recorder playing an integral part of the curriculum. Clubs include a school band and a choir both of which effectively raise attainment.

133. Generally, pupils achieve well. Pupils of all ages sing tunefully and with due regard for phrasing and rhythm and their attainment is good. Most of this singing takes place in assemblies and a wider range of songs could be introduced into the music lessons. In Year 4, pupils understand that symbols can be used to represent sounds. They successfully follow a set of symbols using controlled voice sounds to show their understanding of musical terms such as piano and forte. Year 5 pupils write their own scores. Most pupils in this year identify steps and jumps along the scale in a musical score and follow the notes as they listen carefully to a recording of 'An English Country Garden', and the very highest achievers identify imagery, such as the call of a cuckoo, within a piece of music. Pupils in Year 6 use untuned percussion instruments to layer music well, composing and playing as part of a group. They are starting to rehearse for the school's Summer Fair. In assemblies, pupils listen to music from around the world and this makes a good contribution to the pupils' cultural development. Pupils with special educational needs are fully included in lessons and attain similar standards in music to their classmates.

134. The quality of teaching and learning is good. Good relationships are a strong feature, with pupils behaving well in lessons and eager to be involved. Lessons are well planned to meet the learning objectives and to provide a broad range of musical experiences. Pupils frequently work in small groups as they compose or appraise music and in this way all pupils are involved and contribute. Teachers are non-specialists. They have sufficient knowledge to teach the planned lesson but frequently lack the confidence to extend the pupils by utilising the knowledge gained from their instrumental tuition. The co-ordinator recognises that pupils' work is rarely tape-recorded and this is a missed opportunity to help them evaluate their own performance and that of others and to help them suggest ways to improve. Such recordings would also prove useful in assessing standards reached by individuals and groups of pupils as they move through the school. The use of ICT to support learning in music is an area yet to be developed. Apart from electronic instruments, resources are good and the school benefits from a dedicated music room. Some opportunities for performing are provided such as the recorder group playing in assembly.

135. The subject is well led. To ensure a consistent approach and maintain standards the school uses its own scheme of work and resources from a published scheme to help non-specialist teachers when teaching the subject. The numbers of pupils learning to play a musical instrument is impressive and there is very good use of specialists to help the school do this.

PHYSICAL EDUCATION

136. Standards are in line with those expected by the end of Year 2 but above expectations by the end of Year 6, where pupils benefit from very good teaching in their final year. This is a similar picture to the previous report. During the inspection swimming, games and dance lessons were observed but no gymnastics was timetabled. Pupils in Years 3, 4 and 5 have good opportunities to attend swimming and they benefit from good instruction in small groups from staff and parents. As a result pupils make good progress in swimming and the majority can swim at least 25 metres by the end

of Year 5. The school provides a very good range of extra-curricular activities including outdoor residential pursuits which has a positive impact on skill development and standards achieved.

137. Pupils in Years 1 and 2 know the importance of warm-up at the beginning of lessons and the necessity to respond to commands for personal safety. They develop ball skills including dribbling and passing a large ball using feet and bats. In Years 3 to 6 they learn to catch different size balls and improve their accuracy in throwing. By the end of Year 6 most have improved their fielding and batting techniques to play rounders effectively, where many demonstrate above average skills. In dance Year 6 pupils created and designed their own movements in groups to choreograph their own dance to be performed to parents at the Midsummer Festival. High quality performances were seen during the inspection where pupils co-operated well to produce a sequence using different props including balls and sticks to a set rhythm.

138. The quality of teaching and learning is good. During the inspection, teaching varied from satisfactory to very good. In the best lessons, learning is very effective because teachers plan very well with clear objectives based on appropriate targets. They have high expectations, intervene appropriately and use demonstration to draw attention to particularly good work as a form of ongoing assessment and evaluation. This ensures all pupils, including those with special educational needs, respond very positively, work hard with enthusiasm and enjoy their physical education lessons. Pupils quickly respond to their teachers' instructions, work effectively together, behave well and encourage each other. This has a positive impact on their moral and social development.

139. Leadership of the subject needs development. The co-ordinator is enthusiastic but has no opportunity to monitor teaching and learning across the school. She acknowledges that assessment procedures are underdeveloped to support pupils' learning.

RELIGIOUS EDUCATION

140. The weaknesses in religious education identified in the previous inspection report have been overcome so that now standards by the end of Year 6 of most of the pupils are higher than expected and those by the end of Year 2 are satisfactory. There has been a particular improvement in the level of understanding and ability to express complex religious ideas with confidence, especially among the older pupils. There remains the need for those pupils with a higher potential to be challenged to achieve even more and for there to be further improvements in the assessment of pupils' work and in the use of that assessment to raise standards further.

141. Pupils, by the end of Year 2, show a sound knowledge and understanding of significant Christian stories such as parables of Jesus, and a knowledge of celebrations and significant elements in Christian belief. They are also familiar with some central beliefs and practices from Judaism, such as the Passover and the importance of the Torah. The teaching of these topics is lively and so effective that pupils in Year 6 use what they learned earlier about the Jewish Torah when dealing with the importance of the Guru Granth Sahib in the lives of Sikhs. They are also familiar with local churches, which they visit as part of the teaching about Christianity.

142. By the end of Year 6, pupils have made good progress and standards above those generally expected are achieved. The pupils write clearly about what they have learned, for example the importance of the Holy Book in Sikhs' everyday lives. They link this to what they know of the Qu'ran, the Torah and other Jewish books, and the Old and New Testaments for followers of Islam, Judaism and Christianity. They recognise the link between religious codes of behaviour and the sets of rules they establish to make for harmony in the school. In Year 4, as part of their study of 'Christianity in Action', the pupils set up and managed an appeal for help for children and refugees caught up in the

conflicts in the Balkans. They spoke and wrote about this experience with understanding. Written work is generally well presented, much of it with care and pride. The pupils are also careful to handle religious objects with sensitivity and an appreciation of their sacredness for believers.

143. Teaching and learning are satisfactory with some very good teaching in Years 5 and 6. The teachers' knowledge of the subject is good. Good use is made of religious objects to give a sense of realism to the pupils' experience. Pupils are encouraged to think deeply about what they learn and to relate it as far as they can to everyday matters in their own lives. This immediacy enables good quality learning to take place. When the teaching is very good, there are higher levels of expectation and the pupils respond well to the challenge to think.

144. Leadership by the headteacher is good. The contribution of religious education to the pupils' spiritual, moral and cultural development is significant, and the subject plays an important role in delivering the school's intention to produce thoughtful learners. There is some monitoring of teaching and learning in the subject, but it is not rigorous. The planning and resources for the subject are satisfactory. The local Agreed Syllabus is due for revision so that plans for refurbishing the resources are rightly being deferred until the revised syllabus is published. Pupils with special educational needs are supported well and make good progress, as do those for whom English is not their first language. The use of ICT is not yet developed to any significant degree, though individual pupils use it for personal research at home into the topics studied.