

INSPECTION REPORT

THE CHANDLER C of E AIDED JUNIOR SCHOOL

Godalming

LEA area: Surrey

Unique reference number: 125200

Headteacher: Mrs S Sayers

Reporting inspector: Mr Barrie Mahoney
18175

Dates of inspection: 17th – 20th March 2003

Inspection number: 248676

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Aided
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Middle March Roke Lane Whitley Godalming
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Carolyne Stevens
Date of previous inspection:	10 th November 1997

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18175	Mr B Mahoney	Registered inspector		Teaching and learning The school's results and achievements How well are pupils taught? How well is the school lead and managed?
9370	Mrs R Wingrove	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
22778	Mrs A Shannon	Team inspector	English Design and technology	Educational inclusion Special educational needs How good are the curricular and other opportunities offered to pupils?
30717	Mr G Tompsett	Team inspector	Mathematics Geography History	
25203	Mr R Cooke	Team inspector	Science Information and communication technology	English as an additional language
2200	Mr J Stirrup	Team inspector	Art and design Music Physical education	How well does the school care for its pupils?

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INFORMATION ABOUT THE SCHOOL

The Chandler CE Aided Junior School is bigger than most other primary schools, and pupils are drawn from the villages of Witley and Milford, but there are about 34 per cent of pupils who live outside the school's catchment area. Pupils' attainment on entry to the school is broadly average, although there are wide variations in attainment from year to year. At the time of the inspection, there were 331 pupils on roll. There are 70 pupils with special educational needs (21 per cent), which is broadly in line with the national average, of whom five pupils (2 per cent) have a statement of special educational needs, which is also in line with the national average. Three per cent of pupils are from heritages which are other than white, and no pupil receives additional support in English as an additional language, which is low when compared nationally. There are 14 pupils (four per cent) eligible for free school meals, which is below the national average. Since the last inspection, a new headteacher was appointed in January 2002. Denomination worship and religious education are being inspected separately.

HOW GOOD THE SCHOOL IS

This is a good school with many very good and excellent features. From a broadly average starting point, and through good teaching and a good curriculum, pupils achieve well and attain good standards overall. The leadership and management of the headteacher and senior staff are very good, with a shared commitment from staff and governors to continuous improvement. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and senior staff are very good and they are well supported by staff and governors; together, they promote effective teaching and learning.
- From a broadly average starting point, pupils make good progress and they attain standards that are above expectations in English, mathematics and science.
- The quality of teaching is good overall throughout the school and this, together with good assessment procedures, gives pupils a good start to their next stage of education.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall, and this effectively fosters pupils' excellent attitudes to learning, very good behaviour, very good personal development and relationships and very good attendance.
- The school's provision for pupils with special educational needs is very good and these pupils make good progress.

What could be improved

- There are no significant areas for development.

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 November 1997 and has made good progress in addressing the key issues since the last inspection. The school has successfully introduced the National Literacy and Numeracy Strategies and this has led to an overall improvement in the quality of teaching and learning. Standards for English, mathematics and science in National Curriculum tests for Year 6 pupils have remained consistently above the national average since the last inspection. The school has strengthened curriculum liaison with the partner infant schools and transfer arrangements between the schools are good. The school provides parents with appropriate information on the curriculum and the policy and procedures for the setting of homework are well established. Higher-attaining pupils are appropriately identified and challenged. Marking of pupils' work identifies what they need to do to improve further. Procedures for child protection are now well established and clearly understood by all staff. Provision for multi-cultural education has improved. Since the last inspection, standards have also improved in pupils' attitudes, behaviour and personal development, the quality of teaching and learning, the range of curriculum opportunities, the school's care for pupils, partnership with parents and leadership and management of the school.

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	C	C	B	D
Mathematics	B	C	C	D
Science	B	B	B	C

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

Results for pupils at the end of Year 6 in the National Curriculum tests in 2002 when compared to all schools, indicate that pupils achieved above average standards in English and science, and standards that were broadly in line with the national average in mathematics. The percentage of pupils achieving the higher Level 5 was above the national average in English, mathematics and science, indicating that higher-attaining pupils are appropriately challenged. Pupils did at least as well as might be expected in relation to their results in the Year 2 tests taken in their infant schools; in science, they did better than might be expected. However, in English and mathematics pupils did less well than those in schools in similar circumstances, so there is room for some further improvement. Trends over time indicate one of improvement in English, mathematics and science. The introduction of the National Literacy and Numeracy Strategies, together with good teaching, has had a significant impact upon raising standards.

Pupils start school with a broadly average level of attainment, but with wide variations from year to year. Inspection findings judge that pupils in Year 6 achieve well overall. They achieve standards that are above national expectations in English, mathematics, science, art and design, geography, history, design and technology, music and physical education. Standards for these pupils are in line with expectations in information and communication technology (ICT). No judgement is made on standards in religious education as this is inspected separately. Pupils with special educational needs achieve good standards in relation to their prior attainment. Higher-attaining pupils and those who are gifted and talented make good progress. Appropriate targets are set for year groups and individual pupils and the school is making good progress towards meeting these targets. During the inspection, there were no significant variations observed in the performance between girls and boys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very keen to come to school, where they are interested and involved in activities.
Behaviour, in and out of classrooms	Very good. This contributes significantly to pupils' learning.
Personal development and relationships	Very good. Pupils form constructive relationships with each other and with all adults in the school.
Attendance	Very good. Pupils arrive promptly to start their work.

Pupils' very good behaviour and their excellent attitudes contribute to the calm and purposeful school environment.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching is good overall and leads to good learning. The quality of teaching and learning is good in English, mathematics, science, ICT, art and design, history, geography, design and technology, music and physical education. National Literacy and Numeracy Strategies have been successfully developed across the school and have made a good impact upon raising standards. Strengths in the quality of teaching include good subject knowledge and effective management of pupils. Pupils' learning is enhanced by their interest and concentration and by their ability to work independently. Planning is detailed and identifies the needs of all groups of pupils, particularly the higher-attaining pupils. Provision for pupils with special educational needs is very good and they make good progress in relation to their prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities are good and are enhanced by a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils are very well supported by the co-ordinator for special educational needs, teaching staff and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There is very good provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is good.
How well the school cares for its pupils	The school provides very good care overall for its pupils. Procedures for assessing pupils' work to guide curricular planning and to monitor pupils' progress are good.

The school has a very good partnership with parents and has very good procedures for monitoring and improving pupils' attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and both acting deputy headteachers provide very good leadership and management and are well supported by staff and governors.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the work of the school and give their time generously.
The school's evaluation of its performance	Very good. The school has clear and very effective procedures for evaluating its performance.

The strategic use of resources

The school makes good use of available resources. Learning support

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils start at the school with levels of attainment that are broadly in line with those expected for their age, although there are wide variations in attainment from year to year.
2. National Curriculum tests results in 2002 for Year 6 pupils show results that are above the national average in English and science, and in line with the national average in mathematics. Pupils did at least as well as might be expected in relation to their results in the Year 2 tests taken in their infant schools; in science, they did better than might be expected. However, in English and mathematics pupils did less well than those in schools in similar circumstances, so there is room for some further improvement.
3. In English, mathematics and science, the number of pupils achieving the higher than expected Level 5 is above the national average. A very small percentage of pupils achieved an even higher Level 6 in mathematics. In National Curriculum tests for 2002, boys achieved better than girls. However, inspection findings indicate that this is not a consistent trend and varies from year to year.
4. Trends over time indicate one of improvement in mathematics and science, although standards in English have fallen from a high point in 1998. Standards in English and mathematics fell in 2001, but all showed an improvement in 2002. Overall, standards in English, mathematics and science have remained above the national average since the last inspection.
5. Inspection evidence indicates that, from an average starting point, pupils achieve well overall. The improvements in the quality of teaching and learning and the attention given to identifying areas of weakness also contribute to these pupils' good achievements.
6. In English, inspection evidence indicates that standards attained by pupils in Year 6 are above national expectations. Literacy skills are used well across the curriculum. Pupils' progress in speaking and listening is good. Pupils are given many opportunities to speak in class and to offer their opinions on a range of topics in many subjects. Pupils' progress in reading is also good. Pupils take an interest in reading and effectively improve their skills. Some pupils have limited basic writing skills when they start the school. However, their progress throughout the school is good. Their skills are developed through the good teaching they receive in literacy lessons. Writing is also well taught in other subjects across the curriculum.
7. In mathematics, evidence indicates that standards attained by pupils in Year 6 are above national expectations. Good progress is made by all pupils as they move through the school, including pupils with special educational needs and higher-attaining pupils. The arrangements for setting have a significant impact upon raising standards. Numeracy skills are used well across the curriculum.
8. In science, standards attained by Year 6 pupils are above national expectations. Pupils throughout the school make good progress. Pupils show a good understanding of the

concept of a fair test, test their predictions and record their results successfully. Pupils attain a good scientific vocabulary.

9. In ICT, standards attained by pupils in Year 6 are in line with expectations, and standards have improved since the last inspection. The school has made considerable improvements in both resources and accommodation for ICT, and this is having a positive impact on the progress made by pupils and on raising standards. However, pupils' progress is often hindered by lack of Internet access and accommodation difficulties.
10. Standards attained by pupils in Year 6 are above expectations in design and technology, physical education, art and design, geography, history and music.
11. Due to recent improvements in the planning of work, as well as the teaching of key skills, pupils of all abilities are making good progress throughout the school.
12. Higher-attaining pupils and those who are gifted and talented are effectively identified and challenged in most lessons, and particularly during mathematics where the setting arrangements are effective. These pupils make good progress.
13. The headteacher, staff and governors are very well aware of the school's strengths and areas for development, and set realistic targets for year groups and individual pupils. Good progress is made towards achieving these targets and 2002 targets were met.
14. All pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and some make very good progress and achieve their targets and are removed from the register. They have good attitudes to the school and work hard during lessons.

Pupils' attitudes, values and personal development

15. Pupils have excellent attitudes to learning. A high number of parents who returned the pre-inspection questionnaire confirmed that their children like school. Inspection evidence endorses this view.
16. Pupils come to school very enthusiastically, and they greatly enjoy lessons, informal activities and clubs. Pupils listen attentively to their teachers and to each other, and respond politely to questions. Excellent attitudes were evident in one mathematics lesson observed when pupils asked for more mental arithmetic because they enjoyed it so much. Pupils' attitudes have improved since the last inspection.
17. Behaviour in classrooms and in the open areas of the school is very good and maintains the high standards noted during the previous inspection. Very good behaviour contributes to pupils' good progress because, without frequent pauses or distractions, teachers move lessons ahead at a good pace. Pupils are thoughtful and mutually respectful. Incidents of aggression or bullying between pupils are rare, and are managed promptly and sensitively when they do occur.
18. Pupils' personal development is very good. They are courteous to one another and to visitors. They are very eager to be helpful. Assemblies, circle time and lessons about personal and social responsibility help pupils to understand more about the world in which they live. They are taught about other cultures and peoples' needs, beliefs and values. They learn to respect the differences that exist. No pupil has been excluded in the current school year.

ensured that pupils made good gains in their learning. A common feature in many of the good and better lessons observed was the use of challenging questions to extend learning.

28. The consistently good or better teaching makes a significant impact on the good progress made by all pupils. Teachers have very good subject knowledge and use support staff well. Questioning techniques are used effectively; for example, in a science lesson about food chains, very good probing questioning and a good pace resulted in good progress for all pupils.
29. Information and communication technology is used effectively as a tool to enhance teaching and learning across the curriculum. There is a good balance between the direct teaching of skills during lessons in the ICT suite, as well as the application of taught skills in the classroom; for example, in pupils' research. The headteacher, staff and governors have worked very hard to create a temporary ICT suite and this is having a good effect upon improving standards. However, the quality of learning is sometimes hindered by ventilation and lighting problems within the ICT suite, which are beyond the direct control of class teachers. In several ICT lessons observed, pupils found it difficult to see the laptop computer screens because of direct sunlight. The room became very hot and uncomfortable because of the large numbers of pupils and adults within a small room. Although ICT is used effectively to extend pupils' learning in some subjects, such as English and mathematics, it is not used consistently across all subjects.
30. All pupils are set in ability groups for mathematics across the school. This arrangement is most effective in ensuring that the learning needs of all groups of pupils are met. All groups of pupils are well supported and work is very well matched to pupils' prior attainment.
31. Teachers show very good understanding and application of the National Numeracy and Literacy Strategies. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions. This contributes positively to the quality of learning and standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave well during lessons. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Higher-attaining pupils, including gifted and talented pupils, are also challenged appropriately in most lessons.
32. The quality of marking is mostly good across the school. There were many examples of marking of high quality, with detailed, constructive comments to help pupils to improve. Teachers make good use of on-going assessment during lessons: for example, through perceptive questioning and extending pupils' ideas. Key vocabulary to be used and explained to pupils is clearly identified in the best lessons.
33. Learning support staff make a good contribution to the effectiveness of most lessons observed across the school. These staff are mostly appropriately briefed, involved in planning and also know pupils well. In a very small number of lessons, support staff were insufficiently prepared and added little to the lesson observed.
34. The use of homework is good throughout the school and complements school work effectively. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are many examples of pupils using homework effectively to extend their learning in a variety of subjects across

the curriculum; for example, in a mathematics lesson, where the findings from homework were used as a substantial part of the subsequent lesson.

35. Pupils with special educational needs are given very good support by the special educational needs co-ordinator and the learning support assistants. Learning support assistants play a vital role in guiding pupils in activities. All have very good relationships with pupils and they offer unobtrusive but effective support and, as a result, pupils make good progress. Lower-attaining pupils receive support in lessons from support staff who help them develop their spelling and reading skills. Support staff share planning with the class teacher at the beginning of the week and they evaluate the learning of the previous week with written comments on the planning sheet.

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

36. The curriculum opportunities provided for pupils throughout the school are good and statutory requirements are fully met. The school provides a range of worthwhile experiences that are relevant to the age and interests of its pupils. The curriculum covers the National Curriculum in full and provides a very good programme of personal, social and health education that takes account of drugs awareness and sex education. The nationally published guidance for subjects has been adapted well to provide the most appropriate experiences for the pupils.
37. Planning for the development of pupils' skills in ICT is beginning to be effective and there is planned use of ICT to support work in other areas of the curriculum, although this is insufficiently developed in some subjects. The provision for pupils with special educational needs is very good and has a positive effect on the progress these pupils make. Areas of concern at the last inspection, including history, geography, ICT and English have all received particular attention and have made good improvement in provision through schemes of work and resources.
38. The National Literacy and Numeracy Strategies are well established. Pupils' speaking and listening skills are systematically developed through discussion. Teachers pay close attention to the use of technical language relevant to each subject of the curriculum. Work is planned to match the differing needs of groups within the class and builds effectively on previous learning. The National Literacy and Numeracy Strategies are underpinned by effective assessment and support systems, which contribute to pupils' good standards of attainment and their good achievement.
39. Planning is very good with an appropriate emphasis on the development of basic skills. The planning of cross-curricular links is becoming a strength of the curriculum; for example, when learning about the Romans invading Britain, pupils write imaginatively about being a soldier in Caesar's army or when studying space they write factual accounts of the space shuttle 'Columbia' disaster.
40. The school has a strong commitment to nurturing the talents and potential of all of its pupils. Good support for the lower-attaining pupils and pupils with special educational needs, ensures that they make good progress and allows for their full involvement in all areas of the curriculum. Good use is made of assessment and the analysis of test results to identify pupils who might benefit from additional support. A social skills group has been very successfully introduced to help pupils who find relationships difficult. All these strategies help raise pupils' confidence and boost their progress. Through good support from outside agencies and experienced and well-qualified classroom assistants, all pupils have equal access to the curriculum.

41. Sex education and drug misuse are effectively covered in the school's personal, social and health education programme. Pupils also learn about drug misuse in science lessons.
42. Teachers work hard to provide a good range of activities outside lessons. Pupils visit well-chosen places of interest and this supports their learning in subjects across the curriculum. The school has established very good links with the local community and, as a result, these links have enhanced the learning environment for pupils. The school makes effective use of visitors and visits. Year 6 pupils have the opportunity to experience a five-day residential visit and those who choose not to take advantage of this have five separate day visits arranged for them with similar activities planned.
43. All pupils learn French, which adds breadth to the curriculum. There are strong links with the partner secondary school. Towards the end of the summer term, Year 6 pupils undertake a science project with the secondary school, which is followed up during their first weeks in their new school. This ensures that pupils in Year 6 are familiar with the school and some of the staff when they transfer. There are good links, which are growing stronger, with the partner infant schools and other junior schools in the area.
44. The school makes good use of the local environment, which offers a wealth of learning experiences for pupils. There is a good choice of out of school clubs, including various sports clubs, and a gardening club is planned for the summer term. Pupils have regular opportunities to take part in local events such as the Witley Flower Show and Maypole dancing at the Witley Fayre. Pupils go out into the community to sing to senior citizens at Christmas and take part in music festivals. Pupils also have the opportunity to learn the piano, flute, clarinet, guitar and recorder and this makes a good contribution to pupils' progress in music. There are close and strong links with the parish community to which the school belongs. The parish is a source of good support to the school.
45. Provision for pupils' spiritual development is very good. The school complies with statutory requirements for a daily act of worship. Each classroom displays themes for reflection and the theme for the week or for the term is used in assemblies. Themes range from 'What's fair?' in Year 3 to 'A place for me' and 'Making others happy' in Year 5 to 'Justice, Peace and Human Rights' in Year 6. Pupils throughout the school are given opportunities to reflect on their own work and to explore their own feelings and those of others. Opportunities are given to reflect on poems and art. As pupils study the work of such artists as Monet and Van Gogh, they are given opportunities to project themselves into the role of the artist.
46. At times of reflection teachers prepare an appropriate atmosphere by the use of quiet music, candles and dimmed lighting. At the time of the inspection, the assemblies focused on the story of Shadrach, Meshach and Abednego, and pupils were asked to consider other people who had been prepared to become martyrs in standing up for what is right. The assemblies were well prepared and included appropriate prayers.
47. Provision for pupils' moral development is very good. The school has a very effective behaviour policy that has been recently introduced and is based on positive reinforcement. There is also a sound anti-bullying system based on a 'no blame' approach. The new school council has made a valuable contribution to the school's system of rewards and sanctions so that the school has been able to establish a system that is fair, acceptable and effective. The use of red and yellow cards and three

tiers of certificates helps pupils' self esteem and contributes to pupils having a very clear understanding of right and wrong. Pupils who receive gold awards choose an activity with the head teacher on Friday afternoons. This is highly valued and is effective in showing positive role models to other pupils.

48. Class and dining room charters are prominently displayed around the school and provide a common system that is clearly understood and accepted. In some classrooms all pupils sign the class charter by which they agree; for example, to be 'good listeners, to work quietly and to follow instructions.' The school works very closely with parents of any pupils who have behavioural difficulties. Moral issues are often discussed in 'reflection time' or at the end of lessons. A very good discussion took place in pairs in a Year 6 class, about smoking. Pupils discussed issues by playing the roles of a person having difficulty giving up smoking and a friend who is helping.
49. Provision for pupils' social development is very good. Members of staff provide very good role models. Pupils throughout the school are given responsible tasks. In some classes these are undertaken on a rota basis so that all pupils perform each duty. Some pupils are selected for school responsibilities such as house captains who are required to show parents around the school. The school council meets half- termly and its decisions are valued and used to make a significant contribution to the school. Ideas proposed by the school council for the changing of school uniform are currently being considered.
50. Some pupils are trained as peer mediators. An effective system operates in which the pupils in conflict propose their own solutions to their dispute. A substantial number of pupils are trained as mediators so that the same pupils do not constantly miss their lunch-time breaks. In many lessons, pupils are given opportunities to work in pairs or in groups, and to show initiative in solving problems for themselves and this is effective in supporting pupils' self esteem and respect for each other.
51. Provision for pupils' cultural development is good. Much has been done to improve multi-cultural aspects of pupils' education and good progress has been made since the last inspection. Throughout the school, there are studies of famous artists such as Monet, Van Gogh and Clarice Cliff. The school provides a wide range of extra-curricular activities, some of which have cultural associations, and a programme of visits and visiting speakers. A study of Jamaica that included a visiting speaker has produced an interesting corridor display that includes musical instruments and information about the country and its culture.
52. An annual residential visit includes opportunities to look at another area of the country as well as providing outdoor activities and ICT opportunities. An international week included Thai dancers, a French breakfast and looking at African figurative art through an art and drama workshop. There are very good displays around the school about Judaism and Islam. There is a good selection of books about other faiths throughout the school and some useful artefacts representing different faiths. There are, however, few multi-cultural images to be seen in books on display or in pupils' reading books to help pupils' recognition that they are part of a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school provides a safe and caring environment which has improved since the previous inspection and this has a positive effect on the standards that pupils achieve. Very good procedures are established for child protection and ensuring pupils' welfare. The headteacher is the responsible officer and has undergone training as the

designated member of staff to deal with child protection, and the whole staff, together with some of the governors, have had a recent training session on this issue.

54. Governors are aware of some of the limitations that are caused by the growth of the school from two to three forms of entry. They are particularly aware of health and safety issues and make regular, termly checks. Governors have made good use of the funding available to erect barriers that separate pupils from parking cars and turning coaches. Efforts are being made to prevent an area of the playground from flooding and becoming muddy from the adjacent steep bank.
55. All members of staff are qualified in aspects of first aid, and all staff are sensitive to the welfare needs of pupils. Good supervision ensures pupils' safety in the playgrounds at break-times and lunch-times.
56. Teachers know their pupils well. Pupils' progress and personal development are closely monitored. There are good links and close co-operation with the partner infant and secondary schools. Older pupils make contact with infant pupils and act as their "buddies" upon transfer to the junior school. This is very effective in helping pupils to settle in their new school, and pupils speak highly of the arrangement.
57. Pupils are encouraged to eat healthily at break and lunch-times and they are encouraged to drink water throughout the school day. The curriculum underlines healthy attitudes and social skills, whilst older pupils are beginning to learn about citizenship; for example, through contributions to the school council. Sex education is appropriately included in personal, social and health education lessons as well as science lessons. An appropriate number of staff have received first aid training.
58. During circle time and in assemblies, issues are raised which may be concerning pupils. Those pupils with special educational needs are given the opportunity to listen and to talk in small groups so that they build their social skills and self-confidence and can eventually take part in class discussions with their peers. Learning support staff give particular attention to pupils with learning difficulties. Pupils with special educational needs are fully included and make good progress.
59. Procedures for monitoring and improving attendance are very good and are reflected in pupils' excellent attitudes to school and their very good attendance. This is an improvement since the last inspection.
60. There are very good procedures for monitoring and promoting good behaviour. Effective support is given to pupils who have some difficulty in fitting into the smooth running of the school. Parents confirm the success of these schemes. Effective procedures are in place to eliminate bullying.
61. A small group of pupils undergoes training and become peer mediators who can deal with minor occurrences of bullying and disputes between pupils. They are respected, well used and act as very good role models. Parents speak highly of this arrangement. They support the school's behaviour policy and are appreciative of the many ways in which the school takes care of their children.
62. Assessment and recording procedures in the school are good. The school uses a good range of strategies to assess pupils' attainment upon entry. This includes a detailed analysis of Year 2 test results received from previous infant schools, and both the school's own screening tests and optional National Curriculum tests. These tasks

provide good information for the setting of pupils, the identification of pupils with special educational needs and the provision of group and individual targets in the core subjects.

63. All pupils take part in both the optional and statutory National Curriculum tests, as well as a range of commercial assessment tasks, including reading and spelling tests. Teachers' on-going assessment procedures and mid-year targets are used to check if pupils are on task to achieve predicted grades, with pupils identified for further support if required. The school has also built up assessment portfolios for each of the core subjects to support teachers in the assessment of pupils' work prior to the optional and statutory National Curriculum tests.
64. There are currently limited assessment and recording procedures for pupils' attainment and progress in subjects other than English, mathematics, science and ICT. Teachers assess individual units of work or projects, with success being measured against the aims and objectives of the unit of work and the key skills achieved by groups of pupils in each class. Assessment procedures in subjects other than English, mathematics and science are to be reviewed in the summer term. However, all pupils have a portfolio containing examples of good work across the curriculum and this is effective in recording pupils' progress.
65. Teachers use agreed marking procedures effectively and consistently across the curriculum, with information from these and other assessment practices informing teachers in the planning of future work.
66. Pupils with special educational needs are given very good support. The school makes excellent provision for pupils with a statement of special educational needs. Pupils with special educational needs are identified at a very early stage. Individual education plans contain clear targets, which are informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. Learning support staff keep a daily record of the progress and attainment of the pupils they work with. Individual education plans are reviewed at least termly.
67. The school works closely with the local education authority's support services; for example, the speech therapist and educational psychologist. The school has introduced support sessions for social skills for several pupils, which are having a very positive effect on their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

68. Parents' views of the school are very good. The majority of parents interviewed, those who attended the parents' meeting and those who filled in the questionnaires, indicated that they were highly satisfied with their children's school. They like the innovations being developed by the new headteacher. They are pleased with the quality of teaching and the caring, family atmosphere within the school. Many commented that the behaviour of pupils had improved recently and that the school expected pupils to work hard. In addition, parents feel comfortable in approaching the school with questions or a problem and that pupils like coming to school.
69. Some parents are concerned about the amount of homework that is given and feel that their children do not always understand what they have to do. Inspectors judge that the quality and range of homework are good and this effectively supports pupils' learning. Teachers allow at least two days before the homework is collected and expect that pupils who do not understand what they have to do will take the opportunity to ask for

clarification. Some parents also feel that there are insufficient activities outside lessons. Inspectors judge that the range and quality of activities are good. A number of parents also feel that the school does not work closely with parents and that there is limited information about pupils' progress. The school is working hard to improve links with parents and the headteacher and staff are readily available at the end of the school day to discuss pupils' progress.

70. In the previous report there were also criticisms of the quality of information given to parents about the curriculum and about their children's progress. The quality of information provided for parents, and particularly about pupils' progress, is good. There are now frequent newsletters, which give information about school events and offer advice on children's safety on the way to school and other important matters. Parents are given an overview of the curriculum and the arrangements for homework at the start of each term.
71. The prospectus and governors' annual report to parents are clear and informative and conform to legal requirements. In addition, the school is very welcoming and the headteacher has an 'open door' policy, allowing parents to bring any concerns to her notice. She keeps in regular touch with parents and is easily accessible. The reports on the year's work which parents receive give clear assessments on what pupils have learned. However, they sometimes lack clear targets on what pupils need to do to improve.
72. Parents support the school very well. Although arrangements are made by just a small group of volunteers, events are well supported and the Friends of the school raise considerable sums of money each year. They organise two fairs a year, quiz nights, where teams representing teachers, support assistants and parents compete, and social functions. A popular event with pupils is the sale of suitable Christmas presents for the family, which are then gift-wrapped by members of the Friends group. The money raised by the Friends is targeted towards items prioritised by the school; for example, enhancing the school with new windows, computer equipment and playground improvements. There is also a 'ground force' team who contribute to the improvement of the grounds of the school by volunteering for gardening, painting and other tasks.
73. Parents support their children's learning by hearing them read and encouraging pupils with their homework. They support the school's policies regarding uniform, homework and behaviour, and they welcome the strong Christian ethos of the school. The school works closely with parents of children with special educational needs and they are fully consulted when drawing up targets for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. The leadership and management of the headteacher and key staff are very good. The educational direction provided by the headteacher is excellent. Since her appointment fourteen months ago, the headteacher is making an outstanding contribution to a rapidly improving school, and has correctly identified the areas for urgent improvement; for example, in raising standards, rapidly improving the quality of teaching and learning, staff development, behaviour management of pupils, together with improved financial management. All are having a very positive impact upon standards achieved by pupils.
75. The headteacher's supportive manner to all involved in the school, and, in particular, to pupils and their parents, makes a valuable contribution to the school and pupils' learning. Priorities are closely linked to the needs of pupils, with a very strong emphasis

upon promoting higher standards and effective teaching and learning. She is well supported by the two acting deputy headteachers, who are sharing this responsibility, the senior leadership team and all staff. A permanent deputy has recently been appointed and will take up his post in September 2003.

76. School review and development are very much part of the school's culture. The monitoring of the quality of teaching and learning by the headteacher and senior staff is thorough and is an integral part of usual school practice, particularly in English and mathematics. Although there is effective monitoring of standards in other subjects, the monitoring of the quality of teaching and learning is at the early stages of development as the school has made English and mathematics a priority. Staff are very well supported and opportunities for their professional development are thorough. The headteacher's enthusiasm and commitment to the school have encouraged everyone who works there to reflect upon the quality of their work and to strive for improvement. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school.
77. The school demonstrates a strong commitment to educational inclusion and to ensuring that the needs of all pupils are met; for example, the school has looked closely into the reasons why boys are currently achieving better than girls in National Curriculum tests. Equality of opportunity is very good and pupils with special educational needs and higher-attaining pupils, including gifted and talented, are well supported. All pupils are seen as individuals and the school does its utmost to meet individual needs.
78. The newly reconstituted governing body plays a significant part in the success of the school and provides effective support. It fulfils its role as 'a critical friend' well and a number of governors visit the school regularly; for example, for monitoring visits through the governors' 'buddy' system. Governors have a good understanding of the school's strengths and areas for development. A range of their responsibilities is delegated to committees that effectively support the school. One very good example is the way in which governors are involved in the school's self-review process. The governors fulfil their statutory responsibilities well.
79. Since the appointment of the new headteacher, there have been continuous improvements in the quality of the learning environment, the quality of teaching and learning and the curriculum provided and, as a result, standards have improved since the last inspection. This is due to the strong commitment of the headteacher and staff in providing the best that they can for pupils. A team approach is very well developed and members of staff work hard to improve the quality of education provided by the school. All teaching staff have responsibilities for co-ordinating areas of the curriculum, with the exception of newly qualified staff, who 'shadow' a curriculum area. Planning takes place as a whole school and within year groups; this is carried out very successfully. Co-ordinators and year group leaders provide effective support for their colleagues and are well aware of the strengths and weaknesses in their subject areas.
80. The management of special educational needs is very good. The co-ordinator for special educational needs is very experienced and committed to seeing that these pupils fulfil their potential. She undertakes classroom observations focusing on a particular area of provision or focusing on the learning support assistants' input to pupils' learning. She is very experienced and committed to introducing strategies that will further improve the provision for special educational needs in the school. The school's approach is very well organised and designated funds are used appropriately. The special educational needs team consists of the co-ordinator, a part-time special

educational needs teacher and support staff who are very well deployed to meet the needs of pupils.

81. Support staff are experienced, have had training and work closely with the co-ordinator who ensures that they are all aware of procedures. Parents are kept well informed and are invited to all reviews. Very good records are kept. A governor for special educational needs has recently been appointed. She meets regularly with the special educational needs co-ordinator and reports back to the governing body. The school complies with the Code of Practice and fulfils its statutory requirements well.
82. The school has clear aims that are supported by pupils, parents, staff and governors. They promote the development of pupils' self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
83. The regular monitoring of teaching and the curriculum by the headteacher and senior staff is proving to be very effective in raising standards. The governing body is kept very well informed by the headteacher through clear and effective reports, together with a thorough analysis of data; both financial and that relating to standards achieved by pupils. The school is very effective in determining appropriate aims, priorities and targets, and is taking very effective action to rectify deficiencies, and, in particular, to raise standards.
84. Financial planning is fully linked to the school's educational priorities. Special grants, such as allocations for professional development, are used to best purpose. The school budget is managed very well on a day-to-day basis, and financial control and administration fully reflect the priorities of the school.
85. The school reported a larger than average carry forward of £112,733 (15 per cent) in the 2001/2 financial year. However, investigations by the newly appointed headteacher, supported by the local education authority auditors and governors indicated that significant accounting errors had been made, and that the carry forward had been overstated. Much of this was due to over budgeting on income by assuming more pupils than anticipated would attend the school, together with other accounting errors. As a result, the school has had to identify savings in the current and forthcoming budgets in order to address this shortfall. The draft budget for 2002/3 estimated the carry forward to be £28,000.
86. The full governing body agrees budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Very good financial and other information is now made available to all governors by the headteacher and newly appointed school finance officer, which ensures that they are very well informed. There are now very effective procedures to review and evaluate the effects of financial decisions. The principles of best value for money are applied well to decisions relating to the school budget.
87. The school development plan is of very high quality and clearly identifies the areas for future development. It identifies resource implications, key personnel and time scales, together with costings. The school development plan is a result of close co-operation between governors and staff and includes a very effective review of the school's work, and is very well linked to a longer-term view.
88. The school is well staffed and there is an appropriate balance of experience and expertise. There are good mentoring arrangements in place for newly qualified and

newly appointed staff, with very effective arrangements for staff appraisal and performance management. All staff have been very well assimilated into the life and work of the school. Support staff are mostly well briefed on the content of lessons and the part that they will play in supporting pupils, and their impact upon pupils' learning is good. The quality, range and accessibility of resources are good overall.

89. The accommodation is satisfactory. In recent years the school has expanded to accommodate a third form of entry, but there have been very few alterations to the buildings to allow for increased numbers. The school hall, which only just accommodates all pupils, is used to gain access to other areas of the school and is often disruptive to classes using the hall. Lessons in the hall are sometimes delayed in starting after lunch to allow for the hall floor to be cleaned.
90. The headteacher, staff and governors have worked very hard to create a temporary ICT suite and this is having a good effect upon improving standards in the subject. However, the room is too small for a whole class and is often hot and uncomfortable. On a sunny day, it is difficult for pupils to see the screens on the laptop computers and this has a negative effect upon learning.
91. The governors have long recognised the shortcomings of the buildings and have already taken measures to improve essential areas; for example, pupils' toilets. As well as modernising the appearance of the school, savings on the maintenance budget have been made by replacing the doors and windows with double-glazed units, replacing those which were rotting and in need of constant re-decoration. The parking area has been made safer with railings, and new gates have been erected. The cloakrooms are small for the number of pupils, some of the corridors are narrow and would make wheelchair access difficult.
92. Although the school stands in very pleasant grounds, the playground is not large enough for the number of pupils. The playground and the large field are subject to flooding in wet weather, which reduces the available space even further.
93. To allow for increased numbers of pupils, governors have drawn up plans for an extension, which will allow for the extra space needed in classrooms and cloakrooms as well as specialist rooms. They also have plans to improve the surface of the playground and to reinforce the adjacent steep banks, and funding is being sought for these improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

94. There are no key issues identified from the inspection.

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the accommodation for the numbers of pupils on roll.*
(paragraphs 89 and 92)
- Further improve the quality of accommodation and equipment for ICT.*
(paragraphs 9, 29, 90,161 and 170)
- Strengthen the links between ICT and other subjects across the curriculum.
(paragraphs 29, 37, 169 and 178)
- Extend the good quality monitoring of teaching and learning in English and mathematics to other subjects. *
(paragraphs 76 and 152)

*This has already been identified as an area for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	38	10	1	0	0
Percentage	5	20	58	16	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	331
Number of full-time pupils known to be eligible for free school meals	N/a	14

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.1
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	48	33	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	40	46
	Girls	24	17	29
	Total	65	57	75
Percentage of pupils at NC level 4 or above	School	80 (83)	70 (75)	93 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	46	47
	Girls	25	22	27
	Total	65	68	74
Percentage of pupils at NC level 4 or above	School	80 (83)	84 (77)	91 (98)
	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	300	0	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	9	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	23.6
Average class size	27.6

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	175

Financial information

Financial year	2001-2002
	£
Total income	732,401
Total expenditure	714,454
Expenditure per pupil	2,101
Balance brought forward from previous year	94,786
Balance carried forward to next year	112,733*

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

* See paragraph 76.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	50	7	0	0
My child is making good progress in school.	35	51	13	0	1
Behaviour in the school is good.	27	59	10	1	3
My child gets the right amount of work to do at home.	23	57	18	1	1
The teaching is good.	32	58	5	0	5
I am kept well informed about how my child is getting on.	30	44	23	2	1
I would feel comfortable about approaching the school with questions or a problem.	50	39	10	0	1
The school expects my child to work hard and achieve his or her best.	42	51	4	0	3
The school works closely with parents.	24	39	29	5	3
The school is well led and managed.	37	49	7	1	6
The school is helping my child become mature and responsible.	37	50	3	0	10
The school provides an interesting range of activities outside lessons.	23	42	29	4	2

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

ENGLISH

95. Standards attained by Year 6 pupils are above expectations. From a broadly average starting point and due to good teaching, pupils make good progress. Inspection judgements are confirmed by the 2002 National Curriculum test results when standards were above the national average. The number of pupils who achieved the higher level (Level 5) was also above the national average. When compared to schools with similar levels of free school meal entitlement, standards were below the national average. There was no significant difference in the performance of girls and boys observed during the inspection.
96. The school has made good improvement since the last inspection when there was no scheme of work. The introduction of the National Literacy Strategy, improved management of the subject, regular monitoring of lesson planning, teachers' improved subject knowledge and good target-setting have all made a significant contribution towards improving the quality of teaching and learning. Teachers use assessment procedures effectively to track pupils' progress. Standardised tests are used regularly to check on the progress being made in reading, spelling and writing. Results of test data are effectively analysed and used to inform curriculum planning.
97. The school sets targets for whole school improvement and teachers set targets for groups of pupils against which they assess the success of their teaching. Pupils understand these targets and know what they have to do to progress and improve their attainment in the subject. Pupils with special educational needs have appropriate learning targets set for them in their individual education plans. These are carefully monitored by the special educational needs co-ordinator. These pupils make good progress as a result of the very good quality support they receive in lessons and in small groups.
98. Pupils' progress in speaking and listening is good. Pupils are given many opportunities to speak in class and to offer their opinions on a range of topics in many subjects; for example, in one lesson in a Year 5 class pupils were preparing a 'rap' in their music lesson. In a Year 5 geography lesson, pupils were taught the rules of debate when discussing how tourism can damage the environment. Throughout the school, teachers encourage pupils to answer questions fully and encourage them to justify the opinions they give. A strong feature of the school's provision for developing pupils' speaking and listening skills is the major drama production that is held each year. All pupils have the opportunity to take part in auditions.
99. Pupils' progress in reading is also good. Pupils take an interest in reading and wish to improve their skills. In Year 6, higher-attaining pupils read fluently and with interest. They discuss with clarity their likes and dislikes about the books they read. They use the school library on a regular basis to borrow books that interest them. Lower-attaining pupils make good progress in reading because of the very good support they have. Teachers hear pupils read regularly during class reading sessions and keep clear records of the progress being made by pupils. Pupils are encouraged to take books home to read with members of the family. A home/school reading diary is kept, but these are not always signed by the parent or guardian.

100. Knowledge of authors is good because pupils are introduced to a wide range of authors and genres during the daily reading sessions. Teachers use an interesting variety of activities to encourage an interest in reading and to develop skills. Pupils learn how to locate information and then use it as the basis of other work. They know how to locate information using the contents and index pages of books and understand the use of a glossary. There are many examples of good quality research work, particularly in subjects such as history and geography.
101. On entry to the school in Year 3, some pupils have limited basic writing skills. However, their progress throughout the school is good. Their skills are developed through the good teaching they receive in literacy lessons. Writing is also well taught in other subjects across the curriculum. Throughout the school, pupils express their ideas well in writing. In Year 3, many use properly formed letters, spell basic words accurately and often use capital letters and full stops correctly. As they progress through the school, pupils are given many opportunities to use and develop their writing skills.
102. Year 3 pupils write a clear account of invading Britain as if they are Roman soldiers in Caesar's army. Year 4 pupils write imaginatively about the space shuttle disaster. Year 6 pupils complete extended pieces of writing with confidence. They use quotation marks, question marks and exclamation marks with confidence. Work in exercise books shows some understanding of the use of colons and semi-colons but there is little evidence that pupils use these skills consistently in their extended writing. They use metaphors and similes with understanding.
103. Spelling and handwriting are taught consistently in all classes. Year 3 pupils use dictionaries to clarify spellings and to find the meanings of words. Older pupils use a thesaurus well to extend the range of descriptive words they use in their extended writing and when composing poems. The range of writing tasks undertaken develops well, so that pupils write stories, factual accounts, advertisements, dialogue and poems with equal interest.
104. The standard of presentation of work throughout the school has improved since the introduction of a new handwriting scheme. Year 3 pupils are encouraged to write neatly and all classes successfully practise handwriting skills. All work for display is carefully presented.
105. Overall, the quality of teaching is good with some very good and excellent lessons observed. Planning is of a high quality, the teaching of basic skills is good and the thoughtful use of support staff in literacy lessons successfully enables lower-attaining pupils and those with special educational needs to be fully involved in lessons at an appropriate level. These pupils are encouraged to have a sense of success and achievement. Teachers have high expectations of work and behaviour and pupils respond very well and work hard throughout lessons. Teachers are well aware of the wide range of attainment in all classes and make very good provision for pupils with special educational needs and higher-attaining pupils. Homework is set and effectively supports learning.
106. The National Literacy Strategy is taught well. Teachers are very secure in their knowledge and lessons are effectively planned. As a result, pupils learn well and make good progress in developing their literacy skills and, in particular, their writing skills. Information and communication technology is beginning to be used effectively to support pupils' learning.

107. Procedures for the assessment of pupils' work and record keeping are good. The range of assessment procedures used by teachers and the depth of analysis are thorough. Teachers assess the attainment of all pupils on entry to the school in reading, spelling and writing, using a range of standardised tests. These results are used, together with National Curriculum test results to set targets for each pupil. These targets are reviewed regularly. The test results also identify pupils with special educational needs. Marking of pupils' work is good; it is thorough and helps pupils to see what they need to do to improve. By Year 6, pupils develop a very good understanding of their attainment and achievement. They are able to assess their work by the National Curriculum levels. This contributes significantly to their learning.
108. The library is large and well organised and the range, quality and quantity of books available are good. There is a part-time librarian, supported by parents, who successfully maintain this valuable resource.
109. The co-ordinator manages the subject effectively and much of the improvement in literacy standards is directly attributable to this strong leadership. The school has a very accurate perception of its strengths and weaknesses in the subject and a very clear focus for future development. Overall, the resources for teaching English are good. The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils, giving them the opportunity to reflect on and appreciate the beauty of language in poetry and prose and to consider the feelings of the author. Pupils learn to work co-operatively and are introduced to other cultures through the texts they study.

MATHEMATICS

110. Standards attained by Year 6 pupils are above national expectations and standards have been maintained since the last inspection. This judgement contradicts the results of the 2002 National Curriculum tests for Year 6 pupils, where the results were broadly in line with the national average, and when compared with similar schools, they were below average. The number of pupils achieving the higher level (Level 5) was above the national average, and a very small percentage of pupils achieved Level 6. The reason why results were not higher was because not enough pupils achieved the average Level 4. These results related to the testing of another group of pupils who have now left the school.
111. Assessment data indicates that good progress is being made by all pupils as they move through the school. This includes those with special educational needs and higher-attaining pupils. The arrangements for setting pupils have a significant impact on raising standards. Pupils' work is extensively checked for progress and accurate targets for their future learning are set. The teaching and learning that were observed indicate that good progress is being made. There were no significant differences in the performance of boys and girls observed during the inspection.
112. In Year 3, pupils sort and describe two-dimensional shapes. They learn about the properties and correct mathematical language that is used to identify fractions that represent similar amounts; nearly all pupils have a sound grasp of these facts. They count up and down in tens and fives, round up and round down numbers to the nearest ten. They add three digits to make 20 as well as adding two and three digit numbers. Work on simple multiplication and division was of a good standard. Pupils are encouraged to explain their thinking and ways of working out a problem. They know the place value of numbers up to 100, and some to 1000 and beyond. Good work was seen on using standard units for measuring lengths.

113. In Year 4, pupils learn how to calculate the perimeters of regular shapes, with higher-attaining pupils working out the area and the possible relationship between two calculations. Problems involving shapes, patterns, fractions, time and measurement have also been taught and understood by nearly all of the pupils. Year 5 pupils know a majority of their tables and can multiply and divide two digit numbers. They add and subtract three digit numbers and know place value to 10,000. Pupils show good understanding in handling and understanding numbers in practical situations, such as temperature and money.
114. Year 6 pupils learn about the properties of fractions, equivalent fractions and the links to decimals and percentages. Pupils demonstrate a good awareness and use the correct mathematical vocabulary. Most pupils know their tables and have a sound grasp of the four rules and place value. This enables them to carry out long division and multiplication successfully. Pupils show good understanding when handling and using data and area.
115. The National Numeracy Strategy has been well implemented and all staff have received effective training. Numeracy lessons are divided into appropriate time allocations. Most of the sessions have an effective warm-up and have an appropriate plenary section at the end. All pupils are clear about the learning objectives in lessons. Pupils' numeracy skills are used appropriately in other subjects. Homework is set and effectively supports learning.
116. Overall, the quality of teaching and learning is good, with some very good lessons observed. Where teaching is good or better the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons, teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these lessons, higher-attaining pupils are given good extension work that takes their learning further.
117. Planning across the school is very good and teachers have recently adopted an extensive system of assessment, tracking and targeting pupils' progress. Planning work for different ability groups, especially for higher-attaining pupils, is consistently good across the school. In the best lessons, high quality planning successfully extends pupils' learning.
118. The subject is well led by a knowledgeable co-ordinator. There has been some monitoring of the quality of teaching and learning and this is successful in helping to raise standards. There is a good range of resources that are used well and this has a good impact on teaching and learning. Information and communication technology is beginning to be used successfully in the subject.

SCIENCE

119. Standards attained by Year 6 pupils are above national expectations and standards have been maintained since the last inspection. Results of the 2002 National Curriculum tests for Year 6 pupils showed standards to be above the national average, but when compared with similar schools, standards were broadly in line with the national average. There is a marked difference in national tests between the performance of boys and girls, with boys outperforming girls. The school has been effectively addressing the issue of gender differences in performance. No significant difference was noted in the performance of boys and girls in pupils' written work or in

lessons observed during the inspection. Pupils throughout the school make good progress.

120. Year 3 pupils show a good understanding of the concept of a fair test. They show their understanding of investigation procedures through testing the 'stretch' of tights. They have good knowledge and understanding of materials and their properties. Some pupils use ICT to record the results of their investigations and to produce bar charts, so that results can easily be compared. With teacher support for lower attainers, all the pupils in Year 4 form hypotheses about the human body such as 'tall people have large feet' or 'footballers have longer legs'. Pupils test their predictions and record their results successfully.
121. Year 6 pupils attain good scientific vocabulary. Most pupils use words such as respire, nutrients, reproduction and carbon dioxide as well as understanding their scientific context. They understand that micro-organisms can be useful and that bacteria can be good or bad. All pupils know that some things need to be the same to conduct a fair test. Using bread dough as a basis for experiments, they make predictions and test them. Higher-attaining pupils predict and learn that the amount of sugar in dough affects how much the dough rises. Pupils understand how environmental change affects how much dough rises and low-attainers have learnt that sugar helps bread dough to rise.
122. Year 6 pupils know and understand food chains in plants and animals. They understand vocabulary such as adaptation, predators and consumers and arrange a food chain in order starting with a primary energy source. Work in pupils' books is of a good standard at all levels of attainment. Written work shows good understanding with an appropriate difference in depth and extent according to attainment. There is some inconsistency in the setting out and presentation of work. However, there are some outstanding examples of written work and diagrams and charts that are of a very high standard.
123. The quality of teaching is good throughout the school, with examples of very good teaching in some lessons observed. Good learning takes place in Year 3 classes because the teachers prepare their lessons well, share learning objectives with their pupils and use good challenging questioning such as "How do you know?" and "What will you do next?" Teachers use good scientific vocabulary that helps pupils to learn new words and concepts. Appropriate work is planned for pupils of different levels of attainment and teachers have high expectations of work and behaviour to which the pupils respond well.
124. In a Year 4 lesson observed, the teacher had a clear plan of what he wanted to achieve. The teacher managed the class well and led pupils through each step of a process of forming hypotheses about the human body and of pupils testing their own predictions. In Year 6 classes, very good planning and preparation of resources with appropriate work for pupils of different levels of attainment result in some very good learning.
125. Good progress in lessons is helped by the very good behaviour of almost all the pupils. There is good sharing of tasks and pupils show enthusiasm for and interest in their work. Pupils listen well to their teachers and work very well in groups. In Year 6, very good dialogue takes place between pupils at all levels of attainment as they discuss how to carry out investigations with bread dough. Pupils use good scientific vocabulary confidently and as a matter of course. In a lesson on food chains, pupils worked very well in pairs; for example, two pupils who did not understand where a sparrow hawk

fitted into a food chain, worked well together to find the answer by discussion and a logical association of ideas.

126. In all lessons seen, pupils' ideas and contributions to lessons are valued by teachers and their peers. There are very good relationships between pupils themselves and between pupils and teachers. At all levels of attainment, pupils are well supported by their class teachers and by support assistants so that all pupils are included in the range of activities offered. In addition, teachers' marking often gives good support to pupils with special educational needs and lower-attainers in the correction of spellings and by the addition of useful information that these pupils have omitted.
127. Much progress has been made since the last inspection to develop a new policy and scheme of work for science, to develop the monitoring of teaching and learning and to establish assessment procedures. Much progress has also been made in extending pupils' opportunities for scientific investigation. A new policy has recently been produced in which all staff were involved. This is now ready for approval by the governors. A scheme of work for the whole school is being reviewed and modified in line with national guidelines. A good start has been made on the monitoring of teaching and learning in the subject.
128. Teachers plan very well together across year groups and share resources and ideas effectively. Informal assessments take place in the course of most lessons and there are individual assessments for pupils at the end of each unit of work. The science curriculum is well supported by some very good display work in classrooms and around the school and the subject is well resourced. The subject is led appropriately by a newly appointed co-ordinator. Some classes make good use of printed posters, interactive questioning and three-dimensional models of human organs and skeletons to support pupils' learning. There are good signs of the developing use of ICT to record data in some classes.

ART AND DESIGN

129. Standards attained by Year 6 pupils are above national expectations and standards have improved since the last inspection. It was only possible to observe a limited number of lessons during the inspection. These however, together with a scrutiny of pupils' portfolios of work and artwork on display around the school indicate that pupils make good progress in the subject. Pupils with special educational needs and higher-attaining pupils also make good progress. There was no difference observed in the performance of boys and girls during the inspection.
130. One of the strengths of the subject is the regular opportunity for pupils to consider the paintings of great artists and to use this experience to paint in their style. This was observed in Year 3 as pupils engaged in demanding activities as they worked in the style of Escher in producing work based on tessellations or repeating patterns. This challenging work indicated the high expectations the teacher had of all pupils. The good progress made in this lesson was enhanced by pupils' previous study of tessellations within mathematics, and their ability to work with sustained concentration throughout the lesson.
131. Good progress was also observed in a Year 6 class as pupils considered Matisse's work on the human form, before moving on to produce work in a similar style. The good progress observed in this lesson was aided by the teacher's use of a range of examples of Matisse's work to stimulate pupils, and her good demonstration of the skills to be developed. Some high quality examples of work based on the paintings of

Monet, Van Gogh, Seurat and Clarice Cliff were also on display in classrooms and around the school.

132. Good work in another art form was observed in a Year 5 lesson as pupils engaged in painting on silk squares. Pupils approached this detailed work with interest and enthusiasm. Good cross-curricular links existed within the lesson, with pupils' pictures being linked to their work in geography on Jamaica. Pupils consider art from Europe and around the world and the subject makes a positive contribution to pupils' cultural development.
133. Pupils successfully explore a range of art skills and media, and use them in an imaginative manner. Pupils produce good observational paintings and drawings, produce a range of stencilled and printed work, and create some imaginative collage work. Pupils also engage in a range of textile activities, create patterns using ICT skills and work in clay.
134. The overall quality of teaching is good. Lessons are well planned, organised and resourced. Teachers demonstrate the skills to be developed in an effective manner, and give good individual support to pupils. Teachers spend an appropriate amount of time in developing their skills in the subject, as well as promoting the use of art across the curriculum. Opportunities are also given for pupils to consider art from other cultures and traditions, and to paint in that style. Very good relationships exist between teachers and pupils, with pupils actively wanting to please their teachers through the quality of their work.
135. Leadership and management of the subject are good. Pupils are given the opportunity to explore all the required elements of the art and design curriculum. The current scheme of work is planned to be evaluated and reviewed shortly.

DESIGN AND TECHNOLOGY

136. Standards attained by Year 6 pupils are above national expectations and standards have improved since the last inspection. The introduction of a new scheme of work based on national guidelines has improved planning in the subject. A good feature is that all year groups now use a design sheet and pupils are taught how to evaluate their finished work. Pupils also practise the skills needed for the task before attempting to make the artefact. This encourages a high degree of success, as pupils are more confident in their ability to complete the task. A further improvement since the last inspection is the new cookery area that allows food technology to be taught. Parents help both in lessons and to run a lunch-time cookery club.
137. During the inspection only Year 4 pupils were being taught the subject, but the evidence from discussions with teachers and pupils and from looking at pupils' design books and products indicates that all pupils are achieving well. There was no evidence that girls' and boys' achievement differed. The use of ICT in the subject was not evident during the inspection.
138. Younger pupils successfully design and make money containers, exploring sewing techniques and different ways of fastening their purses; for example, by using a drawstring or hidden popper or small toggle fastening. They choose from a variety of materials and decorate their purse using sequins, ribbon and stitching. Pupils design and label the money container showing measurements and materials to be used. When the article is completed, pupils evaluate their work. They look at different ways of

joining and experiment with glue, sticky tape and paper clips. They learn about health and safety when preparing food, and design their own fillings for pastry tarts.

139. There are good links with literacy when pupils write out a recipe. Older pupils continue to make good progress when they design and make more advanced projects because work is often linked to other subjects. Year 5 pupils successfully design and make musical instruments. They fill in a design brief showing the tools and materials they will use. They evaluate their success when the artefact is complete. Pupils successfully extend their knowledge of the topics they are studying in mathematics and science. They develop their language skills when new words in technology are introduced. At the end of Year 6, all ability groups have satisfactory construction skills and continue to design creatively. They use appropriate tools and materials and they take good account of these when they design products and evaluate their finished articles against their original intentions.
140. Pupils evaluate their work sensibly giving good reasons for why and how they could improve their work. Pupils enjoy opportunities to work creatively and have a sense of achievement when they make products that are unique to them. Higher-attaining pupils demonstrate some flair and imagination in their designs and have good construction skills. Pupils with special educational needs make appropriate progress because they are well supported by their teachers.
141. On the basis of a scrutiny of pupils' work and observations of lessons in Year 4, the quality of teaching is judged to be good. Teachers encourage pupils to work creatively and there are high expectations of good standards of finished work and of methods of working from pupils. Pupils learn to make independent decisions about the materials they use and how their products will look. Teachers select imaginative projects, which enthuse pupils. During the inspection, Year 4 pupils were busy designing pop-up cards. The co-ordinator's portfolio of work from the different year groups shows work that is of a good standard.
142. Some imaginative designs of musical instruments from Year 5 pupils and shelters from Year 6 pupils show a good standard of work. Another design brief for Year 6 pupils was to design a pair of slippers for a famous person. The results of this project show creativity and some good symbolism in the decorations added and also show the interest and commitment pupils put into their work. Teachers have a good knowledge of the design process, which they communicate effectively to pupils. As a result, pupils have very good attitudes to their work, which influence the progress they make and an increased confidence and pride in their achievements.
143. The subject is well led and managed. The co-ordinator is new since the last inspection and she has successfully introduced a new scheme of work based on national guidelines. She monitors the subject by looking at the planning and examples of pupils' work. This enables her to give good support when it is needed and to ensure consistent quality of teaching and learning. New assessment procedures have very recently been introduced. The co-ordinator keeps examples of finished work for monitoring purposes and a portfolio of work, which shows the design process and where appropriate examples of pupils' work are stored. The school has a satisfactory range of tools and other resources and these are used well.

GEOGRAPHY

144. Standards attained by Year 6 pupils are above national expectations and standards have been maintained since the last inspection.
145. Pupils' knowledge about contrasting localities is successfully extended in learning about Jamaica following a whole school international and multi-cultural week. Work seen was of a good standard and indicated a thorough investigation of life and the economic and environmental problems of the island.
146. In Year 6, pupils study rivers both in the UK and worldwide. They find out about the parts of a river, physical features, uses and settlements along the banks. Year 6 pupils have a good geographical knowledge of the UK, the continents, maps, the local area and the effects on the environment of man-made developments.
147. Year 5 pupils investigate the problems that surround tourism in developing countries; the arguments between allowing development with its possible effects on the natural environment and the economic gains for the country. In a debate observed in one lesson, pupils took roles in this development issue and this was successful in extending their knowledge and understanding. This also made a good contribution to pupils' speaking and listening skills.
148. Year 4 pupils learn about settlements in Kenya. They compare and contrast locations, farming, land use, cities and climate, to life in the UK and especially with their immediate locality. Pupils in Year 3 study the local area around the school, with much good use of maps and plans. All pupils, including those with special educational needs and higher-attaining pupils, make good progress in the subject.
149. Teachers' planning indicates that good use is made of local resources and visits. There are also good planned opportunities for links with numeracy with map work, science with climates and temperature, literacy with speaking and listening and in ICT with the presentation of ideas. The recently revised pattern of topics to be studied has ensured continuity and progression of skills and work to be taught.
150. The quality of teaching is good overall. Where teaching is particularly successful, teachers have high expectations of pupils' work and behaviour, use correct technical language and through good direct teaching, enable pupils to improve their skills and knowledge.
151. Pupils enjoy the subject and work well together. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development and their knowledge of the world and its peoples.
152. There is a good range of resources in the school that are well used. The subject is well led by a keen, knowledgeable and very enthusiastic co-ordinator. There are limited opportunities for the co-ordinator to monitor the quality of teaching and learning and standards in the subject.

HISTORY

153. Standards attained by Year 6 pupils are above national expectations and standards have been maintained since the last inspection.
154. Because of the nature of the timetable only two lessons of history were seen during the inspection week. Inspection evidence is therefore based on an analysis of pupils' work in books, displays, discussions with teachers and pupils and the lessons.
155. Boys and girls, including those with special educational needs and higher-attaining pupils, make good gains in their learning. Pupils develop their knowledge and understanding of the lives of people in the past; for example by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from long ago and using old photographs to compare with today's lifestyles.
156. In Year 6, pupils have a good knowledge of key dates, periods and events in British history. They have studied World War II and learn about the Ancient Greeks. They are developing their research skills by looking at photographs of objects from the past.
157. The quality of teaching is good overall. Teachers motivate pupils effectively and they show much interest in the subject. This was well illustrated in two very good lessons seen when teachers focused pupils well on the task of looking at sources of historical evidence from the time of the Romans invading Britain, the reliability of the sources, how different opinions can be formed and how this information can be used.
158. The subject makes a good contribution to pupils' cultural knowledge of Britain and other parts of the world. It is well planned, has satisfactory resources and covers all aspects of the history curriculum. A recently revised programme of work is followed that combines a professionally produced scheme with school projects. It includes the teaching of the skills of historical interpretation and the use of source material. Visits provide good opportunities to further enrich the curriculum. Pupils enjoy the subject and learn well.
159. The co-ordinator leads the subject well. There is now a planned scheme of work that gives good guidance to teachers and this represents an improvement since the last inspection. Information and communication technology is beginning to be used in the subject. The monitoring of the quality of teaching and learning in the subject is at an early stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

160. Standards attained by Year 6 pupils are in line with national expectations and standards have improved since the last inspection, when they were below expectations and there was insufficient National Curriculum coverage. The school has made considerable improvements in both resources and accommodation for the subject. This has had a positive impact on the progress made by pupils and on raising standards. There were no significant differences observed in the performance of boys and girls during the inspection.
161. Pupils throughout the school make good progress and achieve well. The headteacher, staff and governors have worked hard to provide a temporary ICT suite and this is already having a good impact upon improving standards. However, the effectiveness of some lessons is restricted by non-functioning equipment. Work in classrooms is often

limited by a lack of Internet access. A lack of window blinds in the computer suite and cramped conditions, together with poor ventilation, also adversely affect pupils' learning.

162. Pupils in Year 3 learn about control and have a good understanding of what constitutes a right angle turn. They count together in tens using a grid and understand computer commands for left, right, backwards, forwards, pen up and pen down. Lower-attaining pupils program an electronic device so that it follows a pre-arranged series of steps and turns. Pupils in Year 4 use a series of commands to produce their initials on the computer screen. Higher-attaining pupils program the drawing of letters such as 'A, W and M' that contain angles.
163. Pupils learn about font style, size, colour and icons and know how to change text. They recognise different kinds of text and know how they are used for different audiences. Pupils modify a prepared text, with appropriate support given to lower-attaining pupils. Higher-attaining pupils produce text for an appropriate audience in a variety of text styles, sizes and colour.
164. Year 6 pupils save and retrieve their own work using floppy disks and a computer network. Most pupils use a spreadsheet to record data. They are given the cost and quantity of items and asked to work out the total cost. Pupils use spreadsheets well, showing accuracy in entering formulae when finding solutions to a mathematical problem.
165. The quality of teaching is good overall. In the best lessons in Years 3 and 4, pupils respond very well when teachers are confident in what they are doing. They engage pupils effectively by giving them time to respond before directing their questions to individuals. Lessons have a good pace and teachers use lively dialogue to hold pupils' interest. Teachers share learning objectives with pupils at the start of lessons, explain each stage of the learning process carefully, using assessment well to check that pupils have understood before moving on to the next step.
166. Learning is less effective when instructions are less clear or when pupils are moved on too quickly to tasks that are too difficult for them. A very well prepared 'PowerPoint' presentation in Year 4 was successful in supporting teaching on changing and preparing text. In lessons using right angles, pupils are used effectively to demonstrate movements that will be used in computer programs, and outstanding examples of pupils' work are shown as exemplars for others. Pupils are less responsive when teachers lack confidence in the subject.
167. In lessons throughout the school, teachers plan and work well together. There are suitably varied activities for different levels of attainment and appropriate support for pupils with special educational needs as they work. Teachers make effective links between ICT and numeracy and literacy. Pupils respond well to clear explanations and opportunities to solve problems for themselves.
168. Pupils behave well and often very well in lessons. They are enthusiastic about using ICT and work well in pairs. There are very good relationships between pupils themselves and between pupils and adults who support them. Teachers and support staff give good support to pupils when they are working. However, learning assistants are not always effectively deployed and lack strategies for suitable use of their time in a minority of lessons.

169. The school has its own website and there is some communication with other schools. However, there is limited use of ICT across the curriculum because of the lack of Internet access in classrooms. The school plans to improve Internet access in classrooms, provide better accommodation for ICT and increase and update equipment. These plans are appropriate.
170. The subject is well managed and a new policy and scheme of work ensure that National Curriculum requirements are fully met. Most staff have received appropriate training and those who have not are suitably supported. The computer suite is used well and the school has some very good resources such as digital cameras and a projector.
171. A good start has been made on developing monitoring and assessment procedures. Some class observations have been carried out. The co-ordinator appropriately monitors teachers' planning half-termly and meets with teachers to offer advice at the start of new units of work. The monitoring of teaching and learning is at an early stage of development.

MUSIC

172. Standards attained by Year 6 pupils are above national expectations, and standards have been maintained since the last inspection. All pupils, including those with special educational needs and higher-attaining pupils, make good progress. There were no significant differences in the performance of girls and boys observed during the inspection.
173. Pupils in Year 3 display a good knowledge of musical dynamics as they listen to and identify a range of musical instruments within contrasting pieces of music. Pupils make perceptive points as they compare the music of Verdi and Bach, and discuss how music appeals to their emotions.
174. Pupils in Year 4 appreciate how different cultures utilise different tones, rhythms and beats in musical composition as they listen to dance music from India, Sweden and England. In all lessons, pupils' good learning is helped by their positive attitudes and enjoyment of music.
175. In a Year 5 lesson, pupils worked well together as they created their own 'Jamaican Raps'. The good progress in this lesson was enhanced by pupils' good interactive skills. They listened with interest to each other's ideas and experimented with a number of musical forms, before arriving at an agreed framework for their piece of work. Pupils particularly enjoyed the opportunity to sing their raps to the rest of the class, and to share and celebrate what they had achieved. There were good cross-curricular links with pupils' work in geography on Jamaica.
176. In a Year 6 lesson, pupils showed a good understanding of texture as they identified the changing contribution of musical instruments and the human voice to a piece of contemporary music. Pupils' good progress was enhanced by their good listening skills. Pupils' knowledge of texture was put to good effect as they engaged in singing activities, with pupils singing in a tuneful manner, and in two-part harmony.
177. The quality of teaching is good. Lessons are well planned, organised and resourced, with teachers providing pupils with the opportunity to fulfil the music curriculum. Pupils' singing throughout the school is good, with observations at hymn practices and rehearsals of a number of musical productions indicating that pupils have an effective

understanding of the importance of good posture, breathing techniques and the articulation of lyrics.

178. The school has a well-attended and popular choir, which sing both within the school and the local community. Pupils also sing at a number of local musical festivals and regularly take part in school productions. The school also has a recorder group, which meets regularly. Some pupils receive lessons from the county music service in piano, flute, clarinet and guitar, and this successfully enhances pupils' knowledge and skills in the subject. ICT is little used in the subject.
179. Leadership and management in the subject are good. Teachers use the commercial scheme of work well. Pupils listen to a range of classical and contemporary music, as well as music from other cultures and traditions and, as a result, the subject makes a valuable contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

180. Standards attained by Year 6 pupils are above national expectations and standards have been maintained since the last inspection. All pupils, including those with special educational needs and higher-attaining pupils, make good progress. There were no significant differences in the performance of girls and boys observed during the inspection.
181. Pupils in Years 4 and 6 display good games skills as they develop techniques associated with rounders and volleyball. The good and very good progress observed in these lessons was helped by pupils' willingness to carry out teachers' coaching points in detail. Pupils were given the opportunity to work on individual skills, before combining them together within mini-games. Pupils' learning was aided by their own knowledge of the need to work together in order to achieve success.
182. Good gymnastic lessons were observed in Years 4 and 6 with pupils combining a number of movements, bridges and balances into a sequenced gymnastic activity. Pupils worked well together, supported each other in their efforts and enjoyed the opportunity to take some control of their own learning.
183. Dance is well taught in the school, with pupils in Year 3 and 5 displaying good dance skills. Pupils in Year 3 made very good progress in their dance skills as they explored the theme of 'Machinery'. Pupils focused on the skills to be developed and worked with sustained enthusiasm as they combined a number of dance steps and movements into an imaginative whole. The success of the lesson owed much to the teacher's good use of music to stimulate pupils' imagination, and her own very good subject knowledge.
184. Pupils in Year 5 displayed great pleasure as they put together their own dances based on the Maori Haka. Good learning took place with pupils refining skills through repetition. The good progress in this lesson owed much to the teacher's personal enthusiasm for the work in hand and her willingness to join in the activities.
185. Pupils explore all the required areas of the subject with swimming being taught in Year 4 at a nearby secondary school. The school reports that approximately 85 per cent of pupils achieve the requirement of swimming 25 metres by the time they are eleven.

186. All pupils display positive attitudes towards lessons. They are aware of health and safety issues and the well-being of others. They work with sustained concentration, self-discipline and control. All this contributes to a brisk and animated working atmosphere where good learning takes place.
187. The overall quality of teaching is good, with some very good and excellent teaching being observed during the inspection. Good warm-up activities take place at the beginning of lessons, with regular opportunities for pupils to take control of their own learning, within paired and group activities. Teachers have high expectations of pupils and give them the chance to improve skills within increasingly more demanding activities. Teachers use praise in an effective manner to raise pupils' self-esteem and confidence in their abilities. Pupils evaluate both their own and others' work. All of this makes a positive contribution to good and sometimes very good learning.
188. The school provides a good range of extra-curricular sporting activities, including football, rugby, netball, hockey, cricket and athletics. Pupils also take part in inter-school competitions. Pupils engage in a number of sporting and problem-solving activities during an annual residential holiday. The subject makes a positive contribution to pupils' social and personal development with its emphasis on team building and inter-active skills.