

INSPECTION REPORT

ST PETER'S C of E PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126398

Headteacher: Mrs S Smith

Reporting inspector: Mrs S Whitehead
23024

Dates of inspection: 23 – 26 September 2002

Inspection number: 248777

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Lords Mead
Chippenham
Wiltshire

Postcode: SN14 0LL

Telephone number: 01249 653537

Fax number: 01249 460720

Appropriate authority: The governing body

Name of chair of governors: Mr J Smith

Date of previous inspection: 13 November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23024	Mrs S Whitehead	Registered inspector	Mathematics Music	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
8986	Mr P Andrew	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14951	Mr S Kingwell	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to pupils?
10827	Mr M Marjoram	Team inspector	English as an additional language English	How well are pupils taught?
21992	Ms J Newing	Team inspector	Foundation Stage Special educational needs Art and design Design and technology	
18201	Ms M Danby	Team inspector	Educational inclusion, including race equality Information and communication technology Geography History	

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's C of E Primary School is about the same size as most primary schools. There are currently 255 pupils on roll aged four to eleven years and there are similar numbers of boys and girls. The school is housed in a modern building which has recently been modified and refurbished. Its nine classes contain a combination of single year and mixed-year groups. Just over one half of the pupils are admitted from the area surrounding the school and the others live in five other wards in Chippenham. Pupils come from a mixture of owner occupied and rented housing and the social circumstances are average. Children's attainment on entry varies but is generally below national expectations. Seven per cent of pupils are entitled to free school meals which is below the national average. Twenty per cent of pupils have special educational needs (SEN) and four pupils have statements of special educational needs; this is broadly in line with the national average. Most pupils are from white ethnic backgrounds (95 per cent) and very few pupils have English as an additional language (EAL).

HOW GOOD THE SCHOOL IS

The school was placed in the 'underachieving' category by the previous inspection. However, this is no longer the case. The excellent commitment of the headteacher and staff has raised pupils' standards of attainment. This is now an effective school with many strengths. Standards in English, mathematics and science for seven and eleven-year-olds are now about average. Compared with their levels of attainment on entry, pupils of all abilities make good progress. The school ensures there is sufficient emphasis on creative activities and pupils achieve well in art and design, singing, design and technology and physical education. The good progress is the result of the very high proportion of good and sometimes excellent teaching throughout the school. Pupils benefit from the excellent provision for their spiritual development, the very good provision for their personal development and the varied and interesting curriculum that they receive. Parents support the school well and have very good views of it. The school provides good value for money.

What the school does well

- The school's aims and values are strongly reflected in its work.
- There is an excellent commitment among staff to helping pupils improve their standards.
- Procedures for assessing pupils' achievements in English and mathematics are excellent.
- The leadership and management of the school are very good.
- A very high proportion of the teaching ranges from good to excellent.
- Pupils of all ages and abilities achieve well.
- The provision for pupils' spiritual development is excellent and for moral, social and cultural development it is very good.

What could be improved

- Longer-term plans for school development planning and financial planning; these are presently focused only on the current year.
- Assessment procedures for subjects other than English, mathematics and science.
- The length of some lessons in Years 1 – 3, which are too long.

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 2000 and has made very good improvement since then. This is mainly due to the headteacher's leadership, the improved quality of teaching and learning, improvements in the school accommodation and the strong commitment to raise standards. The weaknesses recorded in the previous report have been successfully rectified. Pupils' standards have improved throughout the school but particularly in Years 3 – 6 in English, mathematics and science, where they were well below average before. The provision for more able pupils has been improved and these pupils now achieve well. The improvements in classroom accommodation have been completed and the division of open-plan areas into individual classrooms has improved pupils' concentration and eliminated many previous distractions.

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
	1999	2000	2001	2001
English	C	E	D	D
mathematics	D	E	D	D
science	C	E	D	D

Key

well above average A

above average B

average C

below average D

well below average E

Children make good progress during their time in Reception. Currently, most children are on target to achieve the early learning goals. However, this is not always the case owing to the below average attainment on entry of most cohorts. Pupils continue to make good progress in English, mathematics and science during Years 1 and 2 and, over the last three years, the results of the national tests and teacher assessments were close to the national average and those of similar schools. Pupils make good progress in English, mathematics and science during Years 3 – 6. The results of the national tests were below the national average and those of similar schools in 2001. This was because of the high proportion of pupils with special educational needs in this year group. The results of the national tests in 2002 improved in English and pupils exceeded the school's targets significantly in English and mathematics. This was a good achievement by these pupils because over 40 per cent had special educational needs. The school is on track to reach its targets in English and mathematics in 2003 and the standards of the present pupils in Years 2 and 6 are close to national averages. Pupils with special educational needs and those with English as an additional language make good progress. Standards in information and communication technology (ICT) are in line with national expectations throughout the school. Pupils attain above average standards in art and design, singing, design and technology and physical education throughout the school. They achieve well in these subjects given their capabilities. Standards in history and geography are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils concentrate well and work hard owing to the encouragement of teachers.
Behaviour, in and out of classrooms	Good overall and often very good in Years 5 and 6. This is because the school has very good procedures for managing behaviour.

Personal development and relationships	Very good. Pupils respond very well to opportunities for taking responsibility and show respect for adults and each other.
Attendance	Good. Above the national average.

There is good harmony in the playground and pupils mix well together. Pupils in Years 3 – 6 co-operate well in the mixed groups during the weekly creative afternoon.

TEACHING AND LEARNING

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

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

In a very high proportion of the lessons seen (87 per cent) the quality of teaching and learning ranged from good to excellent. Nearly all other teaching was satisfactory. There was very good teaching in Years 4 – 6 and examples of excellent teaching were seen throughout the school and across a range of subjects. Teachers planned very well and ensured that work was well matched to the abilities of all pupils. Care was taken to ensure equality of opportunity for pupils in mixed-age classes. Teachers managed pupils very effectively ensuring at least good behaviour in lessons and they monitored pupils' work well ensuring their understanding of tasks. As a result, pupils achieved well and concentrated on their learning.

In the Foundation Stage, teaching and learning was consistently good. Children's achievements were good in all areas of learning and provide a firm foundation for future learning. In Years 1, 2 and 3, teaching and learning were good in most lessons. However, some lessons were too long so that pupils lost concentration and the pace of the lesson slowed. The core subjects of English, mathematics and science were taught well in Years 1, 2 and 3 and very well in Years 4, 5 and 6. This enabled pupils to make good gains in their learning. Challenging opportunities were provided for more able pupils. The teaching of literacy and numeracy was strong throughout the school. The exciting, creative activities provided for pupils and the good, enthusiastic teaching enabled pupils to achieve well in many of the foundation subjects. Pupils who need additional support benefited from the very good teamwork between teachers and teaching assistants and this enhanced their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The Foundation Stage curriculum is well planned. Personal, social and health education, together with a programme of visits, visitors and residential trips, enrich pupils' learning. There is a strong emphasis on pupils' creative development and a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Individual education plans contain manageable targets and, with the support of parents, progress towards these is regularly reviewed.
Provision for pupils with English as an additional language	Good. These pupils are well supported and integrated well into classes.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. Spiritual development is excellent and underpins the aims and ethos of the school. Provision for moral and social development is very effective at encouraging pupils to behave well, be responsible and

development	work hard. The school council provides very good opportunities for pupils to express their views and consider the needs of others.
How well the school cares for its pupils	Very good. There are excellent procedures for monitoring and supporting pupils' academic progress and assessing pupils' attainment and progress in English and mathematics. This information is used very effectively to plan and match work to the needs of all pupils.

Parents contribute well to the life of the school and have very positive views of it. The local community is involved well with the school, particularly the church.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear direction for the work of the school. Very strong teamwork and an excellent commitment to raise pupils' standards of attainment are key features of the school's success.
How well the governors fulfil their responsibilities	Good. Governors are well aware of the school's strengths and areas for improvement. They are fully involved with planning the school's development but only for the current year.
The school's evaluation of its performance	Very good. The monitoring and evaluation of teaching, standards and the curriculum are effectively integrated into performance management.
The strategic use of resources	Good. Special grants are used effectively and financial resources are properly monitored but there is no long-term financial planning.

Alterations to the interior of the building have been effective in realising the school's aim to provide a tranquil learning environment. The teamwork between teachers and the good number of classroom assistants, and the effective use of good learning resources, contribute well to pupils' good achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with any problems or suggestions. • The school helps children to become mature and responsible. • Children enjoy going to school. • Behaviour in the school is good. • The teaching is good. • The school expects children to work hard. 	<ul style="list-style-type: none"> • Homework is not set consistently across the school. • The number and range of extra-curricular activities.

Inspectors endorse parents' positive views. The school recognises that there has been some inconsistency in the homework set in the past. A new system has been implemented for the older pupils, where one teacher sets the homework across a year group. This should eliminate inconsistencies. Inspectors disagree with parents' views about extra-curricular activities. The range and number of activities offered is very good and has been improved and extended to younger pupils as a result of the last parents' questionnaire. A few parents are concerned about equality of opportunity in mixed-age classes. Inspectors found that the school plans well for all ages and abilities and that there was very good equality of opportunity across the school. A few parents are also concerned about the teachers' expectations of more able pupils and the match of work to their abilities. Inspectors looked at

this issue very carefully and found that teachers' expectations are high, challenging activities are provided and there is a good match of work to the needs of more able pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the school was last inspected two years ago, it was judged to be underachieving. At that time, the results of the national tests for pupils in Year 6 and standards seen in the school were well below the national average. Since then, there has been a very good improvement in these standards. They have improved in English, mathematics and science, despite a high proportion of pupils with special educational needs (SEN) in the last two cohorts, and are now close to the national average in all three subjects. Underachievement has been successfully eradicated through the strong leadership of the headteacher, the hard work of the senior management team, the excellent commitment of all staff to improve standards and the high proportion of lessons in which the quality of teaching is good to excellent.
2. On entry to the school, at the age of four, assessment results over the last five years show that attainment is variable but mainly below average. The achievements of present Year 2 pupils show that they have made good progress during the Foundation Stage and Years 1 and 2. Present Reception children are making good progress and they are on track to attain the early learning goals, in all areas of learning, at the end of the Foundation Stage. The standards of the present Year 2 pupils are about average for their age in English, mathematics and science and pupils are likely to attain nationally expected standards by the end of the year. The results of national tests for pupils in Year 2, over the last three years, show that pupils have attained standards which are, overall, close to the national average and those of similar schools in reading, writing and mathematics. The results of the 2001 tests for Year 6 pupils were below the national average and those of similar schools in English, mathematics and science. However, over 40 per cent of this cohort of pupils had special educational needs, so their achievements were good considering their capabilities. Present standards for pupils in Year 6 are close to the national average in English, mathematics and science. Standards in other subjects are above average in many subjects at the end of Year 2 and Year 6. The rate of pupils' progress has improved since the previous inspection. It was previously judged as good for the youngest pupils, satisfactory in Years 1 and 2 and unsatisfactory, particularly for the more able pupils, in Years 3 – 6. This is no longer the case. It is now good throughout the school.
3. The standards in English, mathematics and science are attained because of the good quality of teaching that the pupils receive. In Year 6, standards seen during the inspection were average in English, mathematics and science. These achievements are good for pupils' capabilities, as proved by the assessment data recorded by the school, which shows that many pupils exceed the levels of attainment forecast for them. Pupils' literacy skills are used to good effect to enhance their achievements in history and geography. Pupils achieve well in design and technology, art and design, singing and physical education and attain standards which are above national expectations. These high standards are attained mainly as a result of the interesting range of activities and the good quality of teaching provided during one afternoon each week, when pupils across Years 3 – 6 work in mixed groups and are greatly enthused by the tasks set for them. The targets set for pupils' in the national tests in 2002 were exceeded in English and almost reached in mathematics as a result of the good, and sometimes very good, progress made by these pupils. The present Year 6 pupils are likely to meet the school's targets for 2003.

4. As a result of the equal opportunities provision, pupils with special educational needs receive effective support in lessons and in individual or group support that allows them to make good progress. The achievements of pupils with special educational needs are good compared to their prior attainment due to the careful lesson planning by teachers and the implementation of individual learning programmes designed to meet their individual needs or difficulties. The good quality of teaching aids their progress. The support of teachers' assistants is of good quality and they enhance pupils' learning. Pupils with English as an additional language (EAL) receive good support, are well integrated into classes and achieve well alongside their peers. The school monitors the achievements of pupils from all races and school data shows that these pupils make good progress.
5. The school makes special provision for more able pupils. Some attend workshops or out-of-school activities. All pupils are given extra support, often in groups, and teachers plan well for them during lessons so that work is well matched to their needs and they are set challenging activities. This good support enables these pupils to achieve well. This is a good improvement from the last inspection when more able pupils were not sufficiently challenged. Boys outperformed girls in English, mathematics and science in 2001 but there is no significant gender performance over time. The school provides work and activities that motivate both boys and girls.

Pupils' attitudes, values and personal development

6. The positive attitudes of the pupils, their very good relationships and good behaviour are strengths of the school. The behaviour is good overall but is very good in Years 5 and 6. This continuing improvement as pupils mature illustrates the long-term values and lasting effects of the school's ethos and vision. The school has maintained and built upon the standards noted in the previous report.
7. As is shown by the answers to the questionnaire, the parents' meeting and discussions during the inspection, the parents recognise the good standards of behaviour. There was no inappropriate or oppressive behaviour seen during the inspection. The behaviour reflects the influence of the school's ethos which promotes and develops ideas such as taking responsibility and making a contribution to the school community. This is very well illustrated by the 'Playground Knights' scheme in which older pupils help and encourage younger pupils in the playground and can award 'well done' certificates. The scheme works well and helps older pupils to act consistently within an agreed set of principles and helps younger pupils to understand the shared values of the school community.
8. The school makes very good provision for pupils' personal development and gives great encouragement to developing very good relationships. This is particularly evident in the active school council. Pupils elect two members from each class. These pupils accept the responsibility willingly and a Year 5 pupil has taken on the important role of chairperson. In this forum, pupils show their respect for the views of others and co-operate well together. They introduced the 'Playground Knights' scheme and have actively supported its development. Pupils show initiative in a variety of activities; for example last term the council worked with the friends of the school in making the arrangements for the Golden Jubilee school party. In the dining room the pupils sit in mixed-age groups, but with a friend. This encourages a wide range of social contact and interest in other opinions and problems. The pupils are active in many areas of the school community; for example Years 1 and 2 have accepted responsibility for maintaining an environment free from litter. This initiative has been very successful.

9. Pupils with special educational needs display good attitudes to learning because they are given interesting, challenging tasks based on what they already know and can do. Pupils who go out to work in small groups with learning support assistants work with enthusiasm.
10. Attendance at 94.8 per cent is above the national average and unauthorised absence at 0.3 per cent is below the national average. The percentage of late arrival is very low. However over the last twelve months the level of attendance has fallen back by one percentage point. Registration is carried out efficiently. The current policy of the class teachers holding the registers overnight is not in the interest of the safe keeping of the registers or of effective school evacuation procedures. The school has a relatively stable pupil roll. No pupils have been excluded this year and there were none last school year either.

HOW WELL ARE PUPILS TAUGHT?

11. The overall quality of teaching and learning is good. During the inspection teaching was satisfactory or better in all but one lesson. Eighty-seven per cent of lessons were judged good or better with almost a third very good, and eleven per cent excellent. This represents an improvement in the number of good or better lessons since the last inspection. The improvement is attributable to a number of factors. Essentially the school has implemented a range of very effective planning and assessment strategies to guide the work of teachers and pupils. These have proven very successful.
12. There is a high proportion of very good and excellent teaching in Years 4 – 6 and the teaching and learning in these years are very good. Particular strengths include: secure subject knowledge; effective planning that takes account of pupils' abilities and prior learning; and the good use of resources to support learning. Lessons that are conducted at a brisk pace enable pupils to make good progress. Pupils are involved in setting targets for their work in English and mathematics and this is helping them to become more aware of their achievements and what they need to do next to improve further. The good support and encouragement they receive from teachers and the absence of harassment and disruption allows them to be productive and gives them the confidence to try out and modify ideas.
13. Teaching and learning in the Foundation Stage are consistently good and occasionally excellent. Teachers plan work well using the recommended curriculum for children of this age and provide an interesting range of activities. Children are managed very well and this results in good behaviour, very good relationships and good levels of concentration. After a short time in school, routines have been quickly established and children are making good gains in their learning. They respond well to the high expectations of the teachers. Their learning is good or better in almost all of their lessons. This is because the good quality of the teaching captures their interest, actively involves each of them and ensures that the pace and variety of activities sustains their productivity throughout the lesson. The safe, friendly and encouraging environment allows children to learn quickly and show pride in their achievements, as was shown by the child who chose to go to the writing table after using a programmable robot and drew a pattern made up of one of the robot's control buttons. Children act responsibly when given the chance to be independent, such as when choosing an activity.
14. In Years 1 – 3, teaching and learning are good, and occasionally excellent. Pupils acquire new skills, knowledge and understanding well because their teachers make clear what is expected of them, use explanations, demonstrations and often good visual resources to

help them understand, provide positive support and encouragement for their efforts and take good account of their various learning needs. In the best lessons pupils respond well to the targets and timescales set and work productively with good concentration throughout. Pupils' interest in their work is stimulated and sustained by imaginative teaching. For example, in Years 1 and 2, one teacher dressed as Florence Nightingale and gave pupils an inspired first-hand account of her journey to Scutari and the conditions she found in the hospital, illustrated with relevant artefacts and images. The pupils paid rapt attention and asked very sensible questions to extend their knowledge and understanding. Pupils of all abilities later showed a high level of factual recall and sufficient understanding to explain how the Scutari hospital was different from modern day ones and why Florence believed that changes were needed. On occasions the length of lessons exceeds pupils' concentration span, and as a result their interest lapses and they achieve less well.

15. The characteristics of the very good and excellent teaching include the very good management of pupils' behaviour. This feature was observed throughout the school and across the range of pupils' subject learning. Teachers use a variety of strategies to manage pupils' behaviour effectively. For example, in Year 4 the class teacher and the pupils have agreed class behavioural targets that are related to speaking and listening. These are displayed prominently in the classroom. Adherence to the targets undoubtedly helps create a purposeful working atmosphere in lessons and reinforces a positive work ethic. Teachers plan effectively to meet the needs of the specific levels of attainment within their group and set pupils suitably challenging work. This is seen in most lessons and leads to pupils making good gains in their learning. The quality of relationships between teachers and pupils is consistently very good and this impacts beneficially on pupils' attitudes to learning. Pupils are keen to start work and wish to do well for themselves and for their teachers. Teachers question and prompt skilfully, using different wording to ensure that pupils of varying abilities are able to take part in whole-class discussions and answers.
16. Other strengths in teaching include good pace throughout lessons, good subject knowledge and the use of vocabulary to extend pupils' learning. This latter was seen for example in a very good lesson in science in Years 5 – 6. The teacher used subject specific vocabulary related to balanced and unbalanced forces that pupils clearly remembered. This built successfully on their prior knowledge. In turn they participated enthusiastically. They made accurate predictions and tested their hypotheses showing a good understanding of the concept of a fair test. Teachers use their subject knowledge well in planning lessons and make good links between subjects. An excellent example of this strategy is in Year 6. Here teachers connect work in English, history and information and communication technology (ICT). As a result pupils are able to use a blend of transferable knowledge and skills imaginatively to produce a curriculum vitae for an ancient Greek.
17. In most lessons resources are used well to support learning. This was very evident, for example, in work across the range of subjects, including English, mathematics, ICT, history, art and design and music. Pupils use whiteboards very well in literacy lessons to jot down ideas and to make notes for future reference and further development. This very effective use of resources enables pupils to keep up a brisk pace in their learning. In almost all lessons teachers discuss learning objectives and intentions and remind pupils of them as the lesson progresses. This approach enables pupils to gain a good understanding of what they have to do and how it relates to their specific learning targets. The main library and the ICT suite are good resources and are used well by teachers and pupils.

18. In the small number of satisfactory lessons, and in the single unsatisfactory lesson, there are a small number of common relative weaknesses. Generally these lessons are too long and consequently some pupils find it difficult to sustain their concentration. This is particularly the case with pupils in some classes within Years 1 – 3. The pace of work is slow and this hinders attainment and progress. The level of challenge is not sustained throughout the lesson and opportunities for extending pupils' learning beyond the set task are missed. In a class where there are too many teaching groups, the teacher has difficulty following up work at all the different levels and without specific support the pupils stray off task.
19. The teaching of basic literacy skills is very good. Teachers are implementing the National Literacy Strategy well by providing a good range of activities that develop pupils' communication skills and gain their interest. Teachers plan opportunities in subjects other than English to develop pupils' speaking, listening, reading and writing skills. This was particularly evident, for example, in the history lessons in Years 1 and 2 relating to Florence Nightingale. In these lessons pupils' work contributed well to their progress in the basic skills of English. The National Numeracy Strategy is implemented well. Number work is effectively promoted and mental calculation is a strong feature of many lessons.
20. Overall the quality of teaching of pupils with special educational needs is very good. Teachers recognise the specific needs of these individuals and plan effectively to meet them. Typically teachers make very good use of the classroom assistants to provide additional instruction and guidance for pupils both within the classroom and on a withdrawal basis. Support staff are briefed well and the quality of their guidance is good. As a result SEN pupils make good gains in their knowledge and understanding and in their personal development. The very small number of EAL pupils is given good support to enable them to reach the same standards as their peers and they achieve well.
21. Good provision for the all-round development of pupils supports the school's inclusive approach and helps to create the very good relationships and attitudes throughout. Homework is set regularly and all pupils have practice in the basic skills of literacy and numeracy. This successfully consolidates their learning in lessons.

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

22. Since the last inspection, the school has continued to provide a broad curriculum. The quality and range of the school's learning opportunities for promoting high standards are good. They cover all that is required, are well balanced and relevant to pupils' needs. Educational inclusion is well planned. Subjects meet the statutory requirements for the National Curriculum. Good use is made of the environmental area in the school grounds, including a courtyard area effectively designed by the pupils. Visits and visitors to the school contribute to enrich the curriculum.
23. The school has made good progress in reviewing curriculum policies; these are clearly identified in the school development plan. The school has effective schemes of work for all subjects except physical education, which is currently being developed. The work programmes clearly identify stages of learning for each age and ability group. These fully support teachers when planning their work and have a strong influence on the good teaching.
24. There has been a strong and appropriate emphasis on the national strategies for literacy and numeracy that are taught successfully across the school and these have a

positive impact on standards. These strategies are constantly being reviewed. Recently, extra money has been effectively targeted to allow teaching assistants to work in classes to support these programmes. While teachers identify opportunities for the pupils to extend their literacy and numeracy skills, the school is totally committed to allowing sufficient time for the more creative aspects of the curriculum. Last year the school held a successful art week that enabled pupils to focus on art and therefore broaden their creative skills within the curriculum.

25. The curriculum includes good provision for pupils' personal, social and health education (PSHE). This is a very effective area and the school gives a high commitment to this aspect. A recently appointed co-ordinator enables the programme to make a very positive contribution to pupils' personal development. A sex education programme for older pupils and a drugs awareness policy promote positive attitudes to a healthy lifestyle.
26. The school offers a very good range of extra-curricular activities. Since the last inspection these are offered from Years 2 – 6. They include sport, development of thinking skills, portrait painting and Spanish. These extra activities are a strength of the school as they further enhance the learning opportunities for the pupils.
27. The enrichment of the curriculum through educational visits and community links is very good. There is a fortnightly newsletter that keeps parents informed and recently includes work completed by pupils. Recently pupils have raised money showing their concern for international causes by collecting gifts for 'Operation Christmas Child'. The school has been responsible for creating an established and successful Local Learning Partnership within the community. The school is often at the centre of community activities, recently hosting a day for National Family Learning Weekend; parents participated together and this has encouraged a positive community spirit.
28. The very good links with pre-school providers and the local secondary schools play an important role in the progress and development of all the pupils. Pupils from Year 6 visit their secondary schools as part of their induction programme and the teachers from these schools visit St Peter's; this is another positive link to their next stage of schooling.

Provision for pupils' spiritual, moral, social and cultural development

29. The school makes very good provision for pupils' personal development. There has been further improvement since the last inspection when this area was also judged to be very good.
30. Provision for spiritual development is excellent. Everyone in the school is valued; all staff and pupils. Adults in the school are good role models, especially the example of teachers and teaching assistants working together. The school's vision statement, aims and ethos create a learning environment which fosters spirituality and supports and encourages all pupils, including those with special educational needs, English as an additional language and the more able. Pupils frequently raise money for charities both at home and abroad: the homeless in Bristol from Harvest Festival; children in Eastern Europe through 'Operation Christmas Child'; and a 'readathon' for a children's cancer charity. There are good opportunities within the curriculum for pupils to develop their imagination and inspiration, for example in art and design and literacy; and their insight and empathy through history, geography and religious education. Assemblies encourage pupils to think about the quality of the environment and develop a sense of responsibility to care for and improve it, rather than pursue activities which destroy it.

Assemblies always include a time of stillness, silence and reflection. The very close links with the church make a significant contribution to pupils' spiritual development. Year 6 pupils play a major role in preparing assemblies and special services in church. The PSHE programme fosters the emotional life of the pupils by giving them opportunities to consider, discuss and manage their feelings. The school has been awarded the Healthy Schools Award for its work in helping pupils to make healthy choices related to physical activity and for reducing litter in the environment. Teachers have high expectations, use a variety of teaching styles, value pupils' work and effort through high quality displays so that they enjoy learning, and strive to reach high standards. Pupils enjoy learning, and through effective target setting, which is shared with them, they are able to take some responsibility for their own learning. There are good links between curriculum areas so that learning is not fragmented. A calendar, with a text chosen by Year 2 pupils, has a photograph each month of all pupils celebrating a birthday. This is effective in linking the school with the community and raising pupils' self-esteem.

31. Provision for moral development is very good. The school has high expectations of behaviour, and school and class rules, which are agreed collectively, are attractively displayed. All teachers implement the school behaviour policy consistently so that pupils know the expectations are the same from Year R to Year 6. Personal, social and health education reinforces the school's moral code by various displays, for example 'Be helpful, Be Peaceful, Be Happy'. Equal opportunities are strongly promoted and all pupils, including those with special educational needs, English as an additional language and the more able, know that they are valued and are expected to behave appropriately. Older pupils, as well as teachers, make a positive contribution to moral development. For example, Year 6 pupils gave a drama presentation on bullying. They also teach playground games to younger pupils. The 'Playground Knights' reward kind and helpful behaviour with certificates that are presented in the celebration assembly. Midday assistants reward pupils who behave well at lunch time by putting their name in a 'Happy Book'. All this type of information is communicated to parents in the fortnightly newsletter. Moral development is strongly promoted in the range of assemblies, whole school, key stage and class.
32. Provision for social development is very good. It is promoted and exemplified through a range of events, activities and initiatives. One afternoon each week when pupils in Years 3 - 6 work in mixed-age groups, creativity and social awareness are especially encouraged. Year 6 pupils are involved with planning and organising school events, for example the Jubilee Party, Art Week and Book Week. The school council gives pupils opportunities to be involved in decision making. Two members from each class have responsibility for conducting the meetings, taking minutes and informing the rest of the school of decisions taken. The school values its links with parents and gives opportunities for parents and pupils to work together, for example the day of creativity. All pupils worked with an adult to create mosaic tiles depicting seasons and aspects of local history. These are now part of the courtyard. Several times per year, pupils participate in a church service and this makes a positive contribution to social as well as spiritual development. The PSHE programme and 'circle time' allow pupils to consider and develop personal qualities of kindness and helpfulness. 'Magic is believing in yourself. If you can do this, you can make anything happen'. This is an example of the way the school continually raises pupils' self-esteem. Extra-curricular activities have a strong impact on pupils' personal development. The Thinking Club for pupils in Years 2 encourages them to develop their skills. More able pupils think about social issues in this country and abroad.

33. Provision for cultural development is very good. Although the school only has a very few minority ethnic pupils they, and their families, are valued and invited to share their customs and beliefs. A Muslim parent talked about her dress and shared her beliefs and a Chinese mother brought examples of Chinese food into school, thus widening pupils' cultural awareness. The headteacher has personal links with Africa and these are shared in assemblies and in attractive displays. Plans are in hand to develop an Internet link with a school in Uganda. Recently a teacher worked in Nepal for a year and shared his experiences. This month a New Zealander has joined the staff and he will share his traditions. A Global Citizenship Project, promoting positive images of the developing world, has been used for the more able, older pupils. History and religious education contribute to pupils' awareness of their own and other cultures through visits and visitors. Artists, poets, authors and theatre groups enrich the curriculum such as a 'Greek Day' this term. Modern dance and Maypole dancing are part of pupils' experience contributing to cultural awareness. As part of the 'readathon' to raise money for charity, a black actor from the Roald Dahl Foundation took the part of Willy Wonka and entertained the pupils. The school plays a full part in the local community by taking part in the Community Learning Project on literacy, numeracy, drug awareness and performing 'Lord of the Dance' at a community function.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school looks after the children very well and ensures their physical wellbeing. This is a major strength of the school; it has maintained and strengthened the provision recorded in the previous report.
35. The procedures for child protection are very good. There is a named member of staff for co-ordinating the provision and the school works closely with outside agencies when necessary. All the standard health and safety requirements are met. However, class registers are not kept in the office and the checking of pupils could be compromised during school evacuation procedures. There is no Internet safety policy to ensure pupils' protection when using computers.
36. The procedures for monitoring and improving attendance and late arrival are good and very well implemented by the school. Every morning, a parent volunteer contacts all parents of pupils who are absent and records the reason for the absence. The school makes use of the school newsletter to encourage attendance and certificates are given for good attendance.
37. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. The procedures are consistently applied across the school and the success is clearly seen in the good behaviour in the school. The success of the policies is well illustrated by the way in which behaviour improves as the pupils progress through the school.
38. There are very good procedures for monitoring and supporting pupils' personal development and for their educational support and guidance. The annual reports to parents give a clear indication of the pupils' development. The school staff know the pupils very well and this knowledge is enhanced by the relatively stable school role.
39. The school has excellent assessment procedures for the core subjects and exemplary tracking procedures. The procedures have been carefully researched, tried and are now implemented by all teachers. These procedures are very well linked to the learning objectives of the National Literacy and Numeracy Strategies and the National

Curriculum. The learning outcomes have been translated into 'I Can' statements, which are fixed inside pupils' books enabling teachers and pupils to see clearly the progress that is being made. The marking policy is closely linked with the assessment procedures. The school analyses data very thoroughly from baseline assessments, compulsory and optional tests. This information is used effectively to inform target setting. Assessed work is put in Evidence Books regularly so that progress can be seen clearly. The annual report to parents includes direct reference to the learning objectives their children have achieved as well as future targets. Assessment is very well carried out by learning support assistants who are responsible for the small group teaching of pupils with special educational needs and the more able. Results of all tests are entered on the individual's database and passed to the next teacher to ensure continuity of learning. It was impressive to see work matched so well to pupils' prior learning during the inspection, which took place in the third week of the Autumn term. This was evidence of how well the assessment procedures were working.

40. Assessment procedures in subjects other than English, mathematics and science are not so secure. Although teachers often assess pupils' achievements at the end of a unit of work, these achievements are not recorded in a consistent format. Therefore, progress is not easily tracked. Some subjects, such as music, only record pupils' achievements in the annual report to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The parents have a positive view of the school. The easy dialogue between the parents and the school staff enhances the pupils' education. Thus there is a close and effective relationship with the parents. Discussions with the parents during the inspection and at the parents' meeting clearly illustrated and confirmed this relationship.
42. The school has very effective links with the parents that are facilitated and maintained through the very informative newsletter published every two weeks. The easy access which the parents have to the teachers on a daily basis, and the manner in which their concerns are considered, is well illustrated by the answers to the parents' questionnaire, the views expressed at the parents' meeting and discussions with parents during the inspection. There is a very active 'Friends of the School' association that raises money for the school and encourages a feeling of community for the whole school.
43. The quality of information provided for parents on their children's progress at school is very good. The annual reports give clear guidance on the progress made at school and the overall development of the children. There are meetings each term to discuss progress and to indicate targets for development and where the parents can give help.
44. The parents have a good involvement with the work of the school and make a valuable contribution to children's learning. Parents regularly help in classes, work in the library, support science and help with the school website. Parents are involved with the extra-curricular activities, for example with the 'Imagineering' club. The school and the parents are partaking in Learning Partnerships and Lifelong Learning projects.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher is well experienced and provides strong leadership for the school. All important decisions are made in consultation with the senior management team, staff and governors and there is a wonderful team spirit. This has enabled the school to make very good improvements since the previous inspection and raise pupils' standards of attainment, whilst also maintaining the good and very good features of the school.
46. The headteacher is very well supported by the senior management team and the staff. There is an excellent commitment to raise standards and improve the school. The deputy headteacher makes a very good contribution to the very successful management. The school has an excellent capacity for future improvements. Its aims and values are prominently recorded in its development plan and are excellently reflected in its work. The day-to-day management of the school is efficient. There is very good monitoring and evaluation. Much of the monitoring of teaching and the curriculum is well incorporated into performance management procedures, which are well documented and include targets for improvement. The value placed on the work of teaching assistants is shown through the annual appraisal of their performance. There is excellent analysis of test results and systems for tracking pupils' attainment and progress in English and mathematics. This information is used very well to secure improvements in standards. Curriculum co-ordinators generally provide good leadership, for example the literacy and numeracy co-ordinators provide a very clear direction for these areas. The school development plan reflects the school's current priorities and is written with the full consultation of staff and governors. However, this plan does not record the school's future aspirations, although these are often discussed informally, and it is not linked to long-term financial planning. So it is not as effective as it should be.
47. Governors' contribution to the school is good overall. They are very supportive of the school and many of them visit regularly, especially the chair of governors who makes a very good contribution to monitoring the work of the school. Governors have a good understanding of the school's strengths and weaknesses. They have contributed to shaping the direction of the school through their involvement in development planning and they have been determined to support the school in eradicating underachievement. All governors participate in appropriate committees and are committed to the future of the school in the local community.
48. The management of special educational needs provision is very good. The co-ordinator keeps detailed records of pupils and has regular contact with parents. The good number and match of support staff result in a high level of educational support and also effective behaviour management of these pupils.
49. The strategic use of resources and the use of all grants are carefully controlled and monitored. The annual budget is properly costed by the finance committee and monitored throughout the year with reports being made to the governors. Special funding for designated projects is budgeted and monitored to ensure proper use and to obtain maximum benefit. The educational priorities of the school are supported by the financial planning in the annual budget. However, the school does not have a three-year financial plan to support longer-term school aims. Governors have prudently retained a substantial contingency sum of nine per cent of the budget so that they can maintain staffing levels in a climate of falling numbers of pupils. However, without long-term planning to show how these funds will be used, governors cannot justify the retention of this money from the education of present pupils.

50. The chair of governors and the headteacher understand the principles of best value well. These are used effectively to raise standards in school and to compare performance with similar schools.
51. The induction of staff new to the school is particularly effective. A new member of staff had joined the school at the start of the term three weeks before the inspection. His induction was comprehensive and effective.
52. The match of teachers and staff to the curriculum is good. The number and quality of the teaching assistants is also good, for example one of them is a qualified mathematics teacher. The school employs the services of a specialist music teacher to ensure expertise in this subject. There is a wide spread of specialist subject knowledge across the teaching staff. The school supports staff training well.
53. The accommodation is satisfactory for the needs of the curriculum. The school building has been altered and improved since the previous inspection and individual classrooms are now in use for every class. These provide a quieter working environment for pupils, eliminate many distractions and help their concentration. However, the school still has a temporary classroom in the school grounds and there is insufficient room in the computer suite for a scanner. The alterations to the main building have improved provision substantially. The grounds are very good, comprising a large area of grass, a nature reserve and a well laid out inner courtyard.
54. The learning resources are good in terms of sufficiency, access and quality. There is a good school library with separate fiction and non-fiction sections, both properly classified. The majority of pupils have well developed library skills by the end of Year 6.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve further the quality of education provided and the standards achieved by pupils, the governors, headteacher and staff should:
 - (1) produce a longer-term school development plan and ensure that financial planning for three years is linked to it; (paragraphs 46, 49)
 - (2) adapt the excellent assessment procedures for English and mathematics in order to improve assessment of the foundation subjects (as identified in the school development plan); (paragraphs 40, 90, 95, 100, 110, 113)
 - (3) review the length of lessons for Years 1 – 3. (paragraphs 14, 18, 79, 104, 113, 117)

Other issues which should be considered by the school:

- agree and implement an Internet safety policy;
- ensure that registers are taken to the office after each registration. (paragraph 35)

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	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	35	8	1	0	0
Percentage	11	22	54	12	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	255
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	20	21	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	17	19	20
	Total	34	38	37
Percentage of pupils at NC level 2 or above	School	83 (81)	93 (88)	90 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	19	19	18
	Total	37	39	38
Percentage of pupils at NC level 2 or above	School	90 (81)	95 (84)	93 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	28
	Girls	19	14	20
	Total	40	35	48
Percentage of pupils at NC level 4 or above	School	68 (57)	59 (60)	81 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	28
	Girls	19	17	20
	Total	42	39	48
Percentage of pupils at NC level 4 or above	School	71 (66)	66 (66)	81 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
248	0	0
0	0	0
2	0	0
2	0	0
2	0	0
2	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0
2	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	133.5

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	496,009
Total expenditure	500,431
Expenditure per pupil	1,948
Balance brought forward from previous year	52,908
Balance carried forward to next year	48,486

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	1	0
My child is making good progress in school.	55	41	4	1	0
Behaviour in the school is good.	64	32	1	1	3
My child gets the right amount of work to do at home.	26	55	15	3	1
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	41	50	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	83	13	2	2	1
The school expects my child to work hard and achieve his or her best.	59	36	4	0	2
The school works closely with parents.	48	44	6	2	0
The school is well led and managed.	55	37	3	5	0
The school is helping my child become mature and responsible.	65	32	1	1	1
The school provides an interesting range of activities outside lessons.	32	46	10	5	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children's attainment on entry is below that expected nationally but a stimulating curriculum that promotes all the areas of learning enables these young children to achieve well.
57. The attainment of the present cohort of children is in line with expectations. They made good progress in all areas of learning in the lessons seen and overall progress in the Foundation Stage is good. Children are on target to attain standards which are in line with national expectations for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, personal, social and emotional development and creative and physical development. The standards in the Foundation Stage have been maintained since the last inspection.
58. There is good liaison with the local playgroups. Children and their parents visit during the summer term and, early in their first term at school, the teacher makes a home visit. During the first few weeks in school an assessment is made of each child to guide teachers' planning. A third of the reception class attend full time, the older children; the rest attend part time until Christmas.
59. Teaching is consistently good in the Foundation Stage for all areas of learning. Both the teachers and the learning support assistants interact with the children in the lessons and informally, for example in role-play. Staff are skilled at teaching young children, imparting knowledge and giving them opportunities to investigate and experiment.

Personal, social and emotional development

60. Personal, social and emotional development is strongly promoted through all areas of learning. Praise, visual and verbal, and stickers are used effectively to teach children to listen, to follow instructions, to share, to take turns and not to call out or speak when someone else is talking. The teachers are continuously reinforcing this acceptable behaviour and the children are beginning to respond appropriately. School routines are established well. Children, in pairs, confidently leave the classroom to take messages, go to the hall for assembly and to play in the attractive safe secure play area. Children are given the opportunity to select an activity and record their choice by placing a card on their name. This helps them to be independent.

Communication, language and literacy

61. Communication, language and literacy are developed well through an appropriately adapted literacy hour as well as informally. During a lesson especially focusing on speaking and listening, the children were highly motivated as together with their teacher they bathed a doll. During this activity the wide range of speaking skills was apparent; a few children spoke clearly and audibly using a broad vocabulary, for example 'scald', while many others had to be encouraged to use coherent sentences. Children are beginning to associate sounds with letters. They are learning to write letters correctly. They look at picture books and predict what might happen as well as recalling what has happened, for example in well-known stories such as 'The Three Bears'. They take books, story sacks and play packs home to share with parents and carers to develop their literacy skills. The literacy lesson includes a good range of activities, role-play in the class restaurant, mark making, sharing books, and using the computer. Although

there are no children who have already developed early reading skills at this young age, indications suggest that they will achieve the early learning goals by the end of the year.

Mathematical development

62. There was a brisk pace to a lesson on shape and, through sharing a 'Big Book' with the teacher, children made good gains in their learning and soon recognised squares, circles, rectangles and triangles. They were interested to find examples of these shapes in the classroom such as plates, buttons and tambourines. A further activity of matching shapes to pictures reinforced the children's learning. Most children count and recognise numbers to ten. They know that one is the smallest number on the number line and that ten is the largest. They are beginning to play shape snap and dominoes. Children enjoy singing and acting number rhymes. They are beginning to learn mathematical vocabulary through structured play; for example a safari set; 'the giraffe is tall, the elephant is heavy, the snake is long'. As a result of effective teaching and ongoing assessment these children are on target to meet the early learning goals by the end of the year.

Knowledge and understanding of the world

63. In a good lesson, the teacher introduced the idea of thumbprints by showing children an enlarged photocopy of her own. This intrigued and interested the children, who then looked at their hands, talked about what they can do with them and then focused on fingers and thumbs. The children learned how to use a magnifying glass and they investigated their own and their partner's thumb print. They made good gains in their learning and discovered that everyone has a different print. Children confidently use various programs on the computer to support their learning in mathematics and literacy. They are developing good ICT skills through controlling a programmable toy. Teachers' planning shows that these children will achieve the early learning goals through well-planned opportunities to investigate and experiment.

Physical development

64. The children have daily opportunities to play outdoors in the safe secure play area. The teachers plan an interesting variety of activities to develop children's skills such as wheeled toys, skipping ropes, balls and toys for balancing. They have a weekly session in the hall when they learn to use space safely, to move in different directions at different speeds and to respond to the signal to stop and go. In the classroom, children are encouraged to use a variety of tools safely and play with malleable materials and construction toys. As a result of good provision and good teaching the children are on track to reach the early learning goals by the end of the year.

Creative development

65. The children are provided with good learning opportunities to paint, draw, cut and stick every day. Areas of learning are well linked, for example when pupils made shapes with thumbprints of a particular letter, there were good links between knowledge and understanding, creative development and literacy. Children are learning a wide repertoire of songs. They make music using various parts of their body, clapping, tapping, slapping and stamping and respond to the signal to start and stop. The wide variety of carefully planned creative opportunities will enable children to reach the early learning goals by the end of the year.

ENGLISH

66. By the end of Year 2 and Year 6, standards attained by pupils are at the expected levels overall. This is better than the judgements made at the time of the previous inspection for Years 3 – 6. The 2002 Year 6 statutory tests show some good improvements. More pupils attained Level 4 or above than previously and there has been an increase in the number of pupils reaching the higher Level 5. The improvements result from the very good planning and assessment systems that the school has developed combined with the good quality of teaching that is prevalent throughout the school and the very good teaching in Years 4 – 6. Pupils with special educational needs and those for whom English is an additional language make good progress. This is due to the very good systems that are in place to identify their needs and the range and quality of the support that they receive.
67. The school has implemented the National Literacy Strategy very effectively resulting in a clear structure to literacy lessons. Standards of work seen during the inspection show that most pupils are achieving as expected and many are making good progress. Challenging targets are set for all pupils indicating their expected levels of attainment at the end of each year as well as the statutory targets for English for pupils in Year 6. These annual targets are met through pupils achieving short-term goals identified jointly by teachers and pupils. Both sets of targets are shared with parents. For pupils with special educational needs these are linked to the targets on their individual education plans that are reviewed each term. As a result both teachers and pupils have a good understanding of the standards for which each pupil is aiming and the steps in learning to achieve this. In speaking and listening, pupils respect and adhere to their jointly negotiated targets. This contributes to the overall positive working atmosphere in classes and helps promote good learning.
68. Standards in speaking and listening are satisfactory with some good and very good features. A good feature is that throughout the school pupils are enabled to develop their speaking and listening skills not only in English but also in many other areas of the curriculum. For example, in an excellent history lesson Years 1 and 2 pupils recalled accurately some key facts about Florence Nightingale. They recognised and described precisely many of the differences between the social circumstances of the Victorian era and those of today. In a good art and design lesson in Years 5 – 6 pupils were able to recall facts, explain differences and make suggestions about some important characteristics of ancient Greek artefacts. The very small minority of pupils who speak English as an additional language make good progress.
69. Pupils have good attitudes to the subject and they are provided with frequent opportunities to evaluate, discuss and offer opinions in English lessons and in other activities. Pupils concentrate hard and listen attentively. This enables them to make good progress. For example, in an excellent physical education lesson in Years 1 and 2 the pupils were particularly attentive both to the teacher's instructions and also to the music that expressed moods and feelings. Subsequently all pupils performed sensitive dance patterns successfully. Pupils in assembly listened well to a Year 6 flautist. At the conclusion of the performance members of the audience posed relevant questions related to the piece. The performer answered the questions confidently and knowledgeably showing a good awareness of the audience. Oral work in many classes is often linked well to written work. For example, in information and communication technology in Year 1 young pupils were observed using the mouse successfully to create sentences on screen.
70. Pupils achieve satisfactorily in reading. By the end of Year 2 most pupils read reasonably confidently for their age. They recognise many words, using context and

pictures to help them decode unknown words. Some pupils in Years 1 and 2 can talk confidently about what they have read, identifying the main plot and discussing their favourite parts. They are enthusiastic about books and read regularly at school and at home. Most pupils develop satisfactory library skills and are able to gain information from non-fiction books. In Years 3 – 6 many pupils choose their own reading book which they read fluently and accurately. Pupils read regularly to themselves and to others both at home and at school. By Year 6 many pupils talk analytically about their favourite authors and the types of books that they enjoy reading. They show good comprehension of what they have read and develop good skills of inference and deduction in their personal reading and in class lessons. Pupils offer informed opinions about the books and make comparisons with other texts. Reading records are maintained accurately. These records of progress show useful comments from teachers, parents and other adults in school. The successful implementation of the Guided Reading programme has made a significant contribution to the development of reading skills throughout the school. Most pupils develop satisfactory library skills using the school library, the local library and occasionally their own collections. However, library skills for some younger lower attaining pupils are not yet well developed.

71. Pupils' attainment in writing is satisfactory. By Year 2 pupils have standards of writing that are expected for their age. Handwriting and presentation are sound with some pupils beginning to produce work in a neat joined-up script. Sentences are usually well structured with many pupils using full stops and capital letters to mark sentence boundaries. Standards of spelling are broadly satisfactory. Many pupils show a sound understanding of basic spelling patterns although these are not always applied when writing independently. The co-ordinator has identified spelling as an area for development. Spelling journals have been trialled in Years 3 and 4, and there are plans to introduce a new whole-school approach very soon. As they move through the school, pupils learn to write in different styles and for different purposes such as a story or a description.
72. Most pupils make at least satisfactory and often good progress and by Year 6 increase their repertoire of writing activities significantly. For example, recorded evidence shows examples of pupils' persuasive letter writing to the local council to complain about the pollution caused by neighbours. There are good examples of report writing and of recount text, namely writing from another person's perspective. Pupils of average and above average ability write well-structured stories with effective characterisation and plot. Stories are coherent and well paced and the vocabulary is adventurous. Direct and indirect speech and other grammatical conventions are used appropriately.
73. The teaching of English is good in Years 1 and 2. Teaching in Years 3 – 6 is within the range of satisfactory to excellent. Overall in Years 3 – 6 it is very good. Throughout the school all lessons observed were well planned and in line with the requirements of the National Literacy Strategy. In best lessons the pace of learning is brisk and the pupils work industriously in well-established routines. Teachers most frequently led whole class introductory sessions and then set differentiated tasks that were well matched to the pupils' ability levels. In turn the pupils worked effectively in small groups or individually. Well-trained and competent classroom assistants often support pupils to good effect. This strategy has benefited both the higher attainers who have responded well to the high expectations and challenge of teaching and those with special educational needs. Where there are relative weaknesses the pace of lessons is slow and this restricts progress. Teachers are conscientious in marking pupils' work. In the best examples of effective marking teachers offer comments that set clear targets for improvement. A new system for managing homework is being developed for older pupils and is being used effectively to support learning.

74. Literacy is used well to support other subjects and there are good cross-curricular links using ICT. In history, for example, Year 6 pupils used 'Word' and other programs confidently to revise and apply newly applied skills in learning, for example to create a curriculum vitae for Elizabeth Fry.
75. All pupils, including those with special educational needs and those for whom English is an additional language, are very effectively included in the provision for English. Teachers plan for and support these pupils well in whole-class lessons. The support provided by classroom assistants is of good quality and has a strong influence on the good progress the pupils make.
76. The experienced English co-ordinator provides very good leadership and has an excellent overview of the subject throughout the school. She has led several initiatives that have helped to improve standards; for example monitoring, assessment and target setting in writing and leading in-house training for her colleagues.

MATHEMATICS

77. Pupils enter the school with below average attainment in mathematics. However, because of the good quality of the teaching, they make good progress in the Foundation Stage and in Years 1 – 3 and often very good progress in Years 4 – 6. By the age of seven, pupils' attainment is about average. Pupils in Year 3 attain the expected standards for their age overall as do those in Years 4 and 5. Compared to their starting points, this represents good achievement for these pupils. Although there is no data for the attainment level on entry of the present Year 6 pupils, they achieve very well. Standards are in line with national expectations. The unsatisfactory progress seen in Years 3 – 6 in the previous inspection and the underachievement, especially of more able pupils, has been eliminated. This is mainly due to the very good quality of the teaching in Years 4 – 6 and the very good subject leadership. Pupils of all abilities now make at least good progress.
78. The national test results for pupils in Year 2 show that standards over the last three years are variable but are in line with the national average overall and those attained by similar schools. Standards have improved at a similar rate to national improvements. Pupils achieve well in mental calculations, using addition and subtraction within 20, and their ability to apply these strategies to mathematical tasks. Pupils have a good knowledge of odd and even numbers and are transferring their knowledge of number facts with small numbers to larger numbers. More able pupils work confidently in hundreds as well as smaller numbers. The results of the national tests for Year 6 pupils vary year upon year. They have improved over the last three years but remain below the national average. Test results in 2000 were well below average and in 2001 they were below average. The results in 2002 are similar to those attained in 2001. This is mainly because of the high proportion of pupils with special educational needs in the 2001 and 2002 cohorts of pupils. The present Year 6 pupils are making very good progress in applying number operations and are increasing their range of mental strategies and the speed of mental calculations. Their work shows that their knowledge and use of decimals is at the level expected for their age and they multiply and divide large numbers comfortably. More able pupils show that they are already attaining standards above those expected at this early part of the school year. This is a good improvement from the findings of the previous inspection. In Year 4, pupils make rapid progress with solving money problems and in Year 5 they use division and multiplication skills to solve problems. The more able pupils in these years attain above average standards in their number skills.

79. The quality of teaching and learning was good overall in the lessons seen and very good in Years 4 – 6 with examples of excellent teaching. The good teaching is the most important contribution to pupils' learning. The setting of pupils in Years 5 and 6 helped teachers to cope with the wide range of abilities, teach slower learners in a smaller class and also challenge the learning of more able pupils. Teachers, throughout the school, worked hard at motivating the pupils and provided interesting activities for them. The mental start to the lessons was brisk and varied and lessons were well structured, maintaining a good pace to pupils' learning. When gathered together at the end of lessons so that teachers could check their learning and understanding, Year 1 pupils showed their secure understanding of addition by using the correct vocabulary in their answers such as 'add' and 'total'. Teachers effectively questioned pupils and showed that they knew the level of learning for each pupil. Individual questions were directed at pupils to extend them to the next stage. The evaluation of previous learning through the marking of pupils' work led to changes in lesson plans in Year 2 and Year 6 in order to reinforce pupils' learning. The work set was well matched to the abilities of the pupils. This was particularly impressive so early in the year when teachers were still getting to know their pupils and demonstrated the effectiveness of the excellent assessment procedures. The tasks set by teachers were often related to everyday life. For example, in the Years 5 – 6 middle set the teacher used the problem of moving chairs and tables back into the classroom after building works to set progressively more difficult tasks of calculating the number of chairs to each table. Teachers used classroom assistants well, particularly to support the learning of pupils with special educational needs or those having difficulty with their work. The teachers and assistants worked well together and the teachers monitored the work of all pupils carefully to check their understanding. Occasionally, the length of lessons was too long to sustain the concentration and interest of pupils in Years 1 – 3 and their achievements were then satisfactory rather than good. The quality of marking and ongoing assessment during lessons was good. Individual feedback was given and this improved pupils' understanding of their own learning. The marking in pupils' books of past work contained many encouraging comments about their work and suggested improvements to be made. Very good relationships were a feature of all lessons and the firm management of pupils resulted in good behaviour. Pupils' attitudes to learning were positive because of the teachers' encouragement. They listened attentively to their teachers, were keen to undertake the tasks set and many of them persevered when the task challenged them. Pupils with special educational needs persevered with tasks as a result of constant encouragement and help by teachers and classroom assistants. Pupils with English as an additional language discussed tasks with their peers and progressed well. Appropriate homework was set for pupils which related to pupils' learning in lessons.
80. The leadership of the subject is very good overall. The co-ordinator has good subject knowledge and is a good practitioner. She is well supported by the headteacher and deputy headteacher who monitor teaching and standards in Years 3 – 6. The excellent analysis of test results and the monitoring of standards across the school have helped to raise standards. The longer-term progress of pupils is very easy to track and the system is very effective. The National Numeracy Strategy has been very effectively implemented. However, ICT is not used sufficiently to support learning. The school is aware that there is insufficient software for the subject and plans to rectify the situation.

SCIENCE

81. The school has worked hard since the last inspection to successfully improve coverage, consistency and continuity of learning in order to raise pupils' standards of

attainment. All pupils, including those with special educational needs, are making good progress throughout the school, and they now achieve well. Good use is made of the school's own environmental area as a practical science resource.

82. Results of Year 2 teacher assessments for 2001 show standards to be broadly in line with those nationally. Results of Year 6 tests were below those found nationally but a significant number of these pupils achieved the higher Level 5. The quality and range of coverage of science is good. Pupils across the year groups acquire knowledge and understanding of living things, materials and physical phenomena. Teachers' knowledge and understanding of the subject are good. Planning and teaching of science takes place on a structured basis, and assessment information is effectively used to modify or improve curriculum provision. Subject leadership is very good and the co-ordinator gives a clear direction.
83. In Years 1 and 2, teaching is consistently good. Teaching is well planned, allowing for activities which are well matched to the pupils' abilities. In one good lesson, pupils in a Reception and Year 1 class were able to name parts of the body with the more able pupils using more difficult words like 'thigh' and 'shin'. Good teaching is typified by effective questioning to maintain interest. Pupils also asked relevant questions, anticipated outcomes and made sensible predictions on classifying food into healthy and unhealthy food.
84. In Years 3 – 6, teaching is good and in some lessons it is very good. Older pupils demonstrate excellent behaviour and they interact well with one another when completing practical experiments, for example a Years 5 and 6 class conducting an experiment about balanced forces. They investigated floating and sinking, working very well in pairs. Very good teaching encourages pupils to use scientific vocabulary like 'up-thrust', 'gravity' and 'mass'. In all lessons, science is very practically based and pupils learn through experimentation. Not all pupils record their experiments in a systematic way. Teachers do not always encourage pupils sufficiently to use different ways to record their results; for example by designing their own tables for prediction, hypothesising and recording their observations. All teachers have clear expectations for their pupils and good positive strategies for behaviour management. Pupils enjoy their science lessons, they ask appropriate questions, have a respect for the resources used and are aware of health and safety; for example during a Year 4 experiment when creating high and low pitched sounds using elastic bands, all pupils wore protective glasses. Learning support assistants are used effectively to support pupils with special educational needs.
85. The curriculum is well managed by the experienced deputy headteacher. Since the last inspection, strategies in assessment and investigative science have been addressed. These have had a positive impact on standards. The nationally recommended scheme of work used in the school has been reviewed to take into account school organisation and mixed-age classes. Monitoring of the teaching of science is in its early stages. However, this has been identified as an area of development within the school development plan.

ART AND DESIGN

86. This subject is a strength of the school. Standards are above average because the pupils are offered such a rich range of experiences. This is a better picture than the findings of the last inspection for Years 3 – 6. Some of the work is done in class groups, but one afternoon a week pupils work in mixed groups in Years 3 – 6. Working in this way makes a significant contribution to pupils' personal development. Art Week, when there is an artist in residence, is an important feature in this school. Over recent years pupils have had experience of a broad range of activities, such as paper sculpture when they created a paper city, woodwork, metal work, and designing and making ceramic tiles for the courtyard. Pupils study the work of a range of famous artists including Monet, Seurat, Picasso and Henry Moore.
87. In Years 1 and 2, pupils use a good range of materials and techniques, for example, printing, when making good quality self-portraits. They use ICT effectively in this project. Pupils looked at the work of Van Gogh and then recreated delightful flowers in different media, using photographs taken by the pupils with the digital camera of flowers growing in the courtyard.
88. In Years 3 – 6, pupils build on their earlier skills well. For example, they looked at the work of a local sculptor and then created life-size models of a character using a wide variety of papers, card and lightweight fabric. Under the guidance of a professional from the Falkland Islands, older pupils learned about felting and created a very attractive banner. During the week of the inspection, they started to make their own fabric picture of something special to them for a class Friendship Banner. They examined the work of Franz Marc and tried to work in his style using watercolour paints, pencils and pastels. The oldest pupils were observed making Greek masks conveying a particular expression. This will later be developed into clay masks. In all art and design work, pupils achieve well.
89. Teaching and learning in art and design is consistently good, and sometimes very good. Support is provided for the less able, while the more able are challenged to develop their skills further. Some more able pupils attend weekend courses at the local education authority arts centre. Teachers offer pupils a rich art and design curriculum through which they develop knowledge and skills systematically. A real strength of the teaching of the subject is the very good cross-curricular links with history, literacy, mathematics and science. As a result of the good teaching pupils really enjoy their lessons. They work independently and collaboratively with real enthusiasm. They are beginning to evaluate their own, and others' work effectively, for example Year 4 pupils made paper characters and discussed what they had found easy and what had been difficult. Art and design makes a positive contribution to pupils' spiritual, moral, social and cultural development, for example photographing and drawing flowers growing in the courtyard and by using natural materials, felt making.
90. Whilst the school offers very good opportunities for pupils and standards are above average, the management is satisfactory. The co-ordinator is new to the post and new to the school. She has not yet had time to make an impact on the subject. However, she is aware that the school's scheme of work and national guidance need combining to ensure progression and continuity in the development of knowledge and skills. The Art Club run by the co-ordinator gives further opportunities for pupils to develop their skills in sketching. Assessment procedures for tracking pupils' progress are not sufficiently developed. Teachers rely on knowing their pupils well. However, when there are changes in teacher, there is insufficient information about pupils' achievements as

a basis for planning activities. Working towards the 'Artsmark' has been identified as a target for this academic year.

DESIGN AND TECHNOLOGY

91. Standards in design and technology are above national expectations as a result of the high profile of the arts in this school. This is the same as at the last inspection.
92. Only one lesson was observed during the inspection and this was with the older pupils when the topic of spring mechanisms was introduced. From analysis of pupils' work it is evident that the design, make and evaluate process is fully embedded and pupils are provided with stimulating projects through which they develop their knowledge and skills well. For example, the metal mini-beasts which adorn the outside of the building were a co-operative effort by pupils and a local blacksmith to celebrate the millennium. The subject is very well linked to other areas of the curriculum, for example in history, when pupils studying World War Two made Anderson shelters, gas mask boxes and Spitfire aeroplanes and in science, when pupils made beacons and lighthouses with bulbs and switches during a project on electricity, and mobiles showing the relationship between the sun, moon and earth in a space project. Pupils in Years 3 – 6 have had the opportunity to work with wood, making moving toys such as buggies. They have also made a drafts set and photograph frames. Pupils are designing and making dinosaurs using wire and tissue paper. All of these models were made to a good standard. Younger pupils made puppets from gloves, socks and string, which they then used in a class play. This activity provided a good link with literacy. The spiders made by Year 2 pupils enabled them to practise various joining techniques.
93. Although very little teaching of design and technology was seen during the inspection, the quality of the work on display and that kept as evidence indicates good teaching.
94. Pupils talk enthusiastically about their work and report that they enjoy this subject. The Art Week last term, when all the pupils between Year R and Year 6 created the paper city, had a strong emphasis on design and technology. Pupils worked in small groups designing and making features of the city.
95. The management of the subject is satisfactory. The co-ordinator has plans to enter a national Lego competition, and a local group of schools is organising a Knex challenge. Assessment is informal; in the form of talking to pupils about their work and problems they have encountered and solved. At present this information is not recorded to help with the planning of future projects.

GEOGRAPHY

96. No lessons were taught during the inspection but evidence gained through discussions with pupils and analysis of their work show that standards are in line with those expected of seven- and eleven-year-olds. No judgement was made during the previous inspection. Pupils' achievements and the quality of teaching in Years 1 and 2 are good. Because evidence is more limited in Years 3 – 6, it is not possible to make a secure judgement about achievement or teaching. Throughout the school, there is little evidence that tasks have been tailored to meet the needs of individual pupils within classes and no significant differences were found in the level of achievement of pupils in different groups. Additional provision for higher attainers in Years 3 – 6 provides good opportunities for them to extend their learning in the subject.

97. Pupils throughout the school demonstrate sound geographical skills, knowledge and understanding across all aspects of the programmes of study for the subject. Pupils in Years 1 and 2 recall with enthusiasm an imaginary Scottish island they studied. They are gaining a good understanding of physical and man-made features and explain maps they made of the island showing both. They give accurate descriptions of what a bog and a mountain are like. Pupils know that there are differences between places and make simple comparisons between their local area and the town centre, for instance. They know that the shops are bigger in the town centre and that the range of goods available locally is limited to those needed on a daily basis. They are aware of other places in the world. Each class has a travelling toy that teachers and pupils take with them on holiday. Year 2 pupils talk about where their toy, Barbar the elephant, has travelled and explain some of the distinctive features of the places he has visited.
98. In Years 3 – 6, pupils have extended their knowledge of places and are able to find quickly the ones they have studied on a map of the world. They are able to use maps of different scales and have produced clear two- and three-dimensional maps of their local area. They are gaining good insights into local issues. For example, they made sensible suggestions for ways of improving road safety in the area around the school. They included them on a model of the area and put them in a letter they sent to the local council. They are aware that human activity has an impact on the environment, citing as examples the destruction of the natural environment caused by building on fields and the lack of factories on the Isle of Wight because many people go to work on the mainland. Year 6 pupils demonstrate sound enquiry skills and use maps, books and the Internet to find out about the Commonwealth and to research a country that interests them.
99. No teaching was observed. The enthusiasm of pupils in Years 1 and 2, their ability to recall and talk knowledgeably about their work and to ask sensible questions indicate that their achievement is good and is the product of good teaching through interesting activities. It is not possible to make as secure a judgement about teaching and learning in Years 3 – 6 because few examples of work were available and pupils needed more prompting in order to elicit details of what they know, understand and can do.
100. The leadership and management of the subject are good. The recently appointed co-ordinator has made a good start in analysing curriculum coverage and gathering samples of work. She plans to carry out a full audit of provision in the near future and use the outcomes of this to help her plan training for her colleagues. As a result of her initial analysis she has already provided guidance materials on progression in mapping, and these were discussed at a recent staff meeting. Assessment arrangements that would help to inform curriculum development are insufficient although the portfolio of work samples that the co-ordinator is building up is beginning to help in this respect.

HISTORY

101. Standards are in line with those expected nationally of pupils at seven and eleven. All pupils make good progress because the teaching is nearly always stimulating and exciting. Good support is provided for pupils with special educational needs and higher attainers are given tasks that enable them to extend their learning. The effective use of very good resources is a strength of the subject.
102. The curriculum is well balanced and pupils throughout the school achieve equally well across all aspects of the programmes of study. Years 1 and 2 pupils use appropriate words and phrases to ask questions and explain about events, people and objects in the past. They put events in chronological order. They understand that life has not

always been the same and explain how it was different, for example, for their grandparents and for Florence Nightingale. They have good recollection of famous people they have studied and realise that we can find out about the past from a variety of sources, for example through artefacts of the time or contemporary accounts, such as Samuel Pepys' diary.

103. Years 3 – 6 pupils have broadened their understanding of chronology and can correctly sequence the periods they have studied, as well as some of the people and events that took place within them. They have deepened their understanding of events and talk about why they happened and the consequences. For example, they showed a good understanding of why children were evacuated during World War Two and empathy with the plight of the children, their parents and the people who looked after them. Through reconstructing artefacts of Ancient Greece, they have gained an appreciation that interpretations of history may vary according to the evidence available. They look closely at pictures and objects and make sensible deductions about their purpose and what they tell us about life in the past. They use a wide range of information sources to research historical topics and communicate what they have learned in various ways, for example through models, play scripts and posters.
104. Teaching in the subject is almost always good and is occasionally excellent. In one lesson the teaching was unsatisfactory because the lesson was too long and the pace too slow, resulting in pupils becoming restless and not fully engaging with their task. However, there was evidence in all classes of effective teaching. Through good planning and very good use of resources, teachers bring the subject alive and capture the interest of their pupils. Lesson activities relate very clearly to the lesson objectives and tasks are nearly always tailored to the needs of pupils in different groups, thus ensuring that all pupils are able to engage fully with the activity and make good progress. Teachers make good use of additional staff to support the development of pupils' historical skills, knowledge and understanding. In the lesson where the teaching was excellent, the teacher gave an inspired performance as Florence Nightingale, to which the pupils paid rapt attention. She also used support staff, including the headteacher, to record the historical thoughts and ideas of those pupils who would have difficulty and would be diverted by trying to write them. They also provided very good support for pupils acting out aspects of Florence Nightingale's story in the class 'hospital'.
105. Leadership and management of the subject are very good. The school's aims and values are clearly reflected in the subject. Both planning and teaching are effectively monitored and there is a shared commitment to continual improvement. The good improvement seen at the time of the last inspection has been maintained. The range and quality of resources make a significant contribution to a rich curriculum experience for all pupils. Very good use is made of visits and visitors, museum and library loans as well as the school's own good quality resources. There is a strong emphasis on providing visual material to enhance pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. In Year 6, the standard of pupils' work continues to be in line with that expected nationally for pupils at age eleven. At the time of the previous inspection the standard of work at the end of Year 2 was judged to be above the national expectation. However, for the current cohort of pupils the standard is average. Pupils' achievement is average throughout the school with no evident differences in the quality of learning of different groups. In lessons pupils make good progress in learning new skills and applying them to tasks linked to other subjects but they do not use ICT often enough to maintain this

level of progress. All classes use the computer suite on a weekly basis but limited space within the suite means that, typically, half the class has an ICT lesson while the remaining half works in the adjoining library. Thus each pupil only has a lesson in the suite once a fortnight. Although each class has at least one additional computer, individual pupils do not have frequent opportunities to use them.

107. Years 1 and 2 pupils successfully control the movements of a programmable robot around obstacles or along a predetermined route. Year 1 pupils show reasonable keyboard skills and mouse control when they develop and explore ideas, such as creating simple pictures and sentences by selecting and moving objects on screen and using brush, pen and fill features in a drawing package to illustrate a story they like. They record text in a variety of ways, including sentences and lists, and edit simple texts provided for them by their teacher, such as when Year 2 pupils put in the missing spaces between words. Although they use data and sort objects in mathematics and science, they have little experience, and therefore little knowledge, of how to use ICT for these activities. By the end of Year 2, they know how to log on and off the network, open programs, save and print their work and use the correct terminology to describe what they are doing.
108. Years 3 – 6 pupils use ICT effectively to produce and present text and images, for research, and to sense physical data, such as changes in sound levels in different parts of the school. When creating advertising posters and presenting information, Year 6 pupils combine information from various sources thoughtfully, showing an awareness of the intended audience. They learn well in lessons but their achievement is limited because they have too few opportunities to gather, interrogate and interpret data, to explore patterns and relationships in computer models or simulations, to control events or to use e-mail.
109. Teaching is good throughout the school. Teachers manage their pupils well, establish effective routines and teach basic operational skills well. As a consequence, pupils settle quickly in the computer suite, show respect for resources and, by Year 3, log on and load the required programs independently and without fuss. Lessons are well planned so that they build on pupils' previous learning effectively and lesson objectives are clearly explained. This results in pupils understanding what they have to do and working productively throughout lessons. The tasks set link well with other work so pupils can appreciate their relevance. A good example of this was seen in the posters Year 5 pupils created to provide younger pupils with information about the Victorians. The cross-curricular links tend to be with literacy and the humanities because teachers are confident with the applications that lend themselves to use in those areas. They are less confident with applications that would support exploration and investigation in science and mathematics so do not provide sufficient learning opportunities for pupils in these areas.
110. The management of the subject remains underdeveloped, as at the time of the last inspection, mainly because the co-ordinator has been changed several times. Previous co-ordinators have maintained the subject. There is a limited development plan to guide its future direction. Arrangements for assessing how well pupils are achieving and the strengths and weakness in the curriculum are insufficient. This hinders teachers' planning for the systematic development of skills throughout the school.

MUSIC

111. Standards throughout the school are above average in singing and average for other aspects of the subject. The standard of music has improved since the last inspection, when it was judged as in line with national expectations throughout the school. The improvements in singing are due to the good quality of specialist teaching and the varied opportunities to improve this aspect of music.
112. Pupils in Year 2 clap a rhythm accurately, and reliably maintain a steady beat. They recognise the pattern of their own name and superimpose this rhythm over a background beat. Year 1 pupils name many percussion instruments, hold them correctly and play with confidence. The singing for pupils in Years 1 and 2 is tuneful and of a sweet quality. Pupils in Years 3 – 6 begin to recognise a pentatonic scale and play short pieces using the scale. More able pupils recognise musical notation and play short pieces on xylophones and glockenspiels from a notated score. Pupils in Years 3 – 6 sing songs tunefully, such as 'Paint Box', and successfully sing in a two-part round. Their achievements are good in singing and satisfactory in other aspects of music. All pupils listened appropriately to a range of music during assemblies. Pupils in the recorder and guitar groups, which are available for pupils in Years 3 – 6, play confidently for other pupils and parents during assembly. The achievements of the younger pupils are good. A Year 6 pupil demonstrated a high standard when playing the flute.
113. Four lessons were seen during the inspection and the quality of teaching and learning was good overall. In a good Year 1 lesson, the teacher encouraged pupils to experiment with percussion instruments and describe the sounds made. The gains in their learning were evident by the correct use of vocabulary such as loud and soft. In Year 2, the teacher used the skills of a more able pupil as a conductor. This maintained his interest in the activity and allowed other pupils to learn at an appropriate rate. In all lessons, teachers managed pupils effectively and provided a good range of interesting activities and songs. Although lessons were well planned, there was insufficient reference to the different abilities of pupils which was a strong feature in many other subjects due to a lack of assessment information. Teachers made lessons fun, which motivated pupils and led to pleasing performances. For example, Year 2 pupils loved the 'Goldilocks Rap' and put very good effort into their learning of this piece. Several teachers in the school have very good subject knowledge and personal expertise. They shared their skills in order to motivate pupils, for example playing a hornpipe on a piccolo during assembly and skilful playing of the piano. Teachers led singing confidently and made good use of praise and encouragement. The pace of lessons was usually appropriate. However, one lesson lasted too long for Year 1 pupils to maintain their concentration and their learning rate slowed during the last 15 minutes. Generally pupils were keen to answer questions and take part in all activities. For example, in Year 1 all pupils were involved in playing percussion instruments and they enjoyed this activity, displaying good social skills in sharing them and taking turns.
114. The leadership of the subject is good. The co-ordinator and support teacher have a good understanding of standards throughout the school and the co-ordinator teaches in most year groups. This helps to progressively build on pupils' skills as they move through the classes. The school is appropriately using the nationally recommended scheme of work for the subject and the co-ordinator is building a range of resources to support the scheme. The curriculum is enhanced by extra-curricular clubs such as guitar and recorder. Many opportunities are provided for pupils to take part in productions and music in the church. Visitors also extend pupils' musical horizons. Flute and violin lessons are available at the school although parents pay for them.

PHYSICAL EDUCATION

115. Provision for physical education is good. Teachers plan their lessons well and make full use of teaching assistants to support pupils with special educational needs. There are good links with other subjects and there is a significant contribution to support pupils' personal and social development, particularly with games in Years 3 – 6 where an emphasis is placed on pupils' interacting together from age seven to eleven. Pupils at the age of six are encouraged to sensitively appraise each other's work, successfully developing their personal and social skills.
116. Standards of attainment at the ages of seven and eleven are above those expected of pupils of their age and they make good progress. Pupils with special educational needs make good progress. Lessons are well planned with challenging activities, and consistently good teaching helps pupils attain above expected standards, which have improved since the previous inspection. Well-planned lessons enable pupils to acquire basic skills; these skills are used to improve gymnastics, dance and games routines across the school. Pupils from an early stage are able to evaluate their own and others' performances. In a Year 2 lesson pupils demonstrated to one another different ways of travelling using turning, rolling and jumping. Years 3 – 6 pupils attend swimming lessons and the majority of pupils are able to swim 25 metres by the age of eleven. All older pupils are given the opportunity to attend a residential course that includes outdoor activities. Although progress is often good, there is no systematic recording or assessment of pupils' performance. In games activities, older pupils are developing a good understanding of working with others to organise games. In Years 1 and 2 pupils show considerable maturity and sensitivity as they respond to the moods and emotions of music in dance lessons.
117. Teaching and learning are always satisfactory; they were good in the majority of lessons and two lessons were judged as excellent. In one dance lesson where the teaching was excellent, the teacher promoted very positive relationships with the pupils by using praise and encouragement and pupils took on a responsibility for their own learning. In another lesson in Years R and 1, teaching promoted very good learning where there was an excellent pace to the lesson with pupils demonstrating effective ball control. One lesson was too long and the teaching lacked rigour and pace, consequently pupils did not concentrate on the task all the time. Teachers are generally clear about their expectations and are good role models; they clearly show their interest and enthusiasm for physical education. Good teaching gives the pupils an understanding of the effects of physical activity on their bodies and the necessity to warm up and cool down.
118. The subject is well managed by an enthusiastic and well-qualified co-ordinator who ensures that well-planned activities and good coverage of the subject are provided for the pupils. There is no agreed scheme of work for the school to ensure systematic progress between year groups; the school has identified this in the school development plan. The co-ordinator works hard to make sure that pupils experience a wide range of extra-curricular activities, including participation in inter-school competitions and tournaments. Resources are of good quality and quantity and are well maintained, contributing significantly to the good quality of learning in lessons.