

INSPECTION REPORT

CHRIST THE KING CATHOLIC SCHOOL

Amesbury, Wiltshire

LEA area: Wiltshire

Unique reference number: 126423

Headteacher: Mrs. Rita Horner

Reporting inspector: Mrs. Joyce Cox
25074

Dates of inspection: 16th- 19th September 2002

Inspection number: 248778

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Voluntary Aided

School category: Primary

Age range of pupils: 4 - 11 Years

Gender of pupils: Mixed

School address: Earls Court Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr Peter Simkin

Date of previous inspection: 9th - 12th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25074	Mrs Joyce Cox	Registered Inspector	Art & Design, Physical Education.	The School's results and achievements. How well are pupils taught? How well is the school led and managed?
1329	Mr Kevern Oliver	Lay Inspector		Pupils attitudes, values and personal development. Pupils' spiritual, moral, social and cultural development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23080	Mr Rob Isaac	Team Inspector	Mathematics, Science, Information and Communication Technology, Design Technology.	
1939	Mr Michael Benson	Team Inspector	English, Geography, History.	Assessment. Financial management.
18083	Mrs Judith Howell	Team Inspector	Provision for children in the Foundation Stage, Music.	How good are the curricular and other opportunities offered to pupils?
19096	Mr Brian Bartlett	Team Inspector	Provision for pupils with special educational needs. Work of the specialist centre.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rapidly growing town of Amesbury. It serves local Catholic families and service families from the many military establishments in the area. The life and work of the school is based on the teachings of the Catholic Church whilst positively welcoming families from other denominations. The school has a specialist centre for pupils with speech and language disorders. The centre caters for up to 16 pupils. There are currently 14 pupils in the centre who live in various parts of Wiltshire. The majority of pupils who attend the school live locally and come from a mixture of private and local authority housing. Most pupils are from White European backgrounds but a few have a different heritage, for example Bangladeshi or Black. All pupils speak English as their home language. There are 264 pupils on roll aged between four and 11. Children's attainment on entry into reception is below average. Thirty per cent of all pupils come from military backgrounds and many of these pupils have attended several schools. About 12 per cent of pupils are eligible for free school meals, which is broadly average when compared to other primary schools. Some 37 per cent of pupils have special educational needs, which is above average. Eighteen pupils have a statement of special educational need, which is well above average.

HOW GOOD THE SCHOOL IS

This is a good school and one that strives for continuous improvement. It has a warm and very caring ethos in which Catholic values and a good team spirit underpin the school's many successes. The headteacher and the leadership team are forward thinking and provide very clear educational direction. Teaching is good overall and pupils make good progress during their time in school, though standards could be higher in writing and information communication technology. Very good attention is given to meeting the specific needs of the diverse group of pupils and staff work very hard to help pupils overcome some significant barriers to learning. Pupils have very good attitudes to school, behave well and work hard. The school gives good value for money.

What the school does well

- The standard of teaching is good and enables pupils to achieve well.
- The very good provision for pupils' spiritual, moral and social development fosters the excellent relationships and the very good attitudes, behaviour and personal development of all pupils.
- Provision for the large number of pupils with special educational needs is very good overall and excellent in the Specialist Centre.
- Very good assessment information is used effectively to ensure that all pupils achieve their potential.
- The headteacher and the leadership team provide very good leadership and management. They form a very effective partnership. The headteacher provides very clear educational direction and a determination to improve the school even further.
- The school has excellent links with its parents and ensures that all pupils settle quickly and make good progress.

What could be improved

- Standards in writing.
- Standards in information and communication technology by the end of Year 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in February 1998 and identified many strengths. Three specific aspects were identified as requiring improvement. These included the need to ensure higher attaining pupils achieve their potential, that design and technology and information and communications

technology are taught thoroughly and that teaching is monitored and evaluated. The school has made good progress in improving these aspects, but recognises there is still work to be done in information and communication technology. The school has made good progress in ensuring that all pupils achieve their personal best. There have been significant improvements in the leadership and management of the school and these are now very good overall. The school has a very good capacity to sustain a good rate of future improvement.

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	D	E	D	D
mathematics	D	E*	C	D
science	D	E*	C	C

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

Children start the reception year with below average attainment overall and well below average attainment in language and literacy. By the end of the Reception year, most children achieve satisfactorily and meet the early learning goals in their personal, social and emotional development, creative and physical development and in developing knowledge and understanding of the world. However, most children attain standards that are below the national expectation for this age group in communication, language and literacy and mathematical development.

Year 1 and 2 pupils achieve well, although results in English and mathematics in national tests are well below average. The large number of pupils with special educational needs achieve very well in relation to their low starting point. Statistical analysis of results is unreliable due to the considerable movement in and out of the school by pupils from service families. There was a dramatic rise in pupils' attainment in the 2002 tests and standards seen during the inspection were average in mathematics and science and below average in English. Standards were average in all other subjects.

Pupils' achievement in Year 3, 4, 5 and 6 is good. This is confirmed by the much-improved results in the 2001 national tests. The school sets realistic targets and it always meets these and sometimes exceeds them. Higher attaining pupils achieve well and reach above average levels. Standards at the end of Year 6 are average in science and mathematics and below average in writing and information and communication technology. Year 6 pupils achieve above average standards in history and average standards in all other subjects.

Pupils with special educational needs, including those in the Specialist Centre, make very good progress in their speech and language development. Whilst initially operating at below average levels their addition and subtraction become increasingly accurate as they move up the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and work hard. They admire, trust and respect the adults who work with them.
Behaviour, in and out of classrooms	Very good. Pupils get on very well together and are considerate towards others. They are well behaved in lessons and around the school. There have been no exclusions in recent years.
Personal development and relationships	Very good. The quality of relationships is a strength of the school. Pupils have lots of opportunities to take responsibility. Older pupils play an important part in the school's day-to-day routines.
Attendance	The school's attendance level is similar to most primary schools nationally. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching has improved since the time of the previous inspection despite considerable staff changes. The school's very good attention to the professional development of staff, particularly its approach to performance management, is having a positive impact on improving teaching quality. Teaching in the reception class is satisfactory. The direct teaching of formal aspects of literacy and mathematics is thorough and the activities provided are carefully chosen to keep within the limits of the young children's short attention span. However, the opportunities for children to select and pursue an activity independently are rather limited in frequency.

Teaching is good overall and is leading to pupils making good progress in English, mathematics, science, history and music in the infant and junior classes. Teachers plan lessons well to cater for different abilities and pupils are managed very well so that all pupils learn effectively. Relationships are excellent and all teachers encourage pupils to be confident and try even if they don't succeed at first. Teaching is consistently good and often very good for pupils with special educational needs. The headteacher, teachers and learning support staff have formed excellent relationships with pupils with special needs and they handle potentially challenging behaviour skilfully with humour and kindness.

Teaching in literacy and numeracy lessons is good overall. However in a small minority of literacy lessons the pace is too slow, learning intentions are not clear, and discussion is irrelevant to the lesson and some pupils make insufficient progress. The specialist mathematics teaching to Year 5 and 6 pupils is having a very positive impact on pupils' learning and attainment. Learning support staff make an invaluable contribution to both teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school plans a broad and balanced curriculum with good strategies for literacy and numeracy. The provision made for pupils' personal development is highly relevant and effective. A good extra curricular programme provides enrichment. All pupils receive a warm welcome into the school and have full access to the curriculum.
Provision for pupils with special educational needs	Very good and excellent for those pupils with speech and language disorders in the specialist centre.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school makes excellent provision for pupils' spiritual development in assemblies and in lessons. Provision for their moral and social development is very good. Pupils have a clear sense of right and wrong and take their responsibilities very seriously. The school provides many opportunities for pupils to mature, as everyone's talents are valued. Good provision is made for pupils' cultural development.
How well the school cares for its pupils	The school cares for pupils very well. It places great importance on creating a caring, calm atmosphere. It has very good systems for assessing and monitoring how well pupils do in their work.

The school maintains excellent links with parents. Virtually all parents are very pleased with the school and feel very comfortable in approaching the school with problems or concerns. All staff ensure that pupils from service families settle quickly and happily into the school. Parents of pupils with special educational needs receive excellent support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and the deputy and assistant headteachers form a very effective team. They critically examine all aspects of the school's work and strive constantly to improve. Subject co-ordinators and indeed all staff work very hard and take responsibility for playing a positive part in the running of the school.
How well the governors fulfil their responsibilities	Good. Governors ensure that all statutory requirements are met. They are very effective in supporting the work of the school.
The school's evaluation of its performance	Good. Attention is paid to ensuring that best value principles are applied to all areas of evaluating the school's performance and setting the right priorities for improvement. It is a school that welcomes change that leads to benefits for all pupils.
The strategic use of resources	There are good accommodation, resources and staffing levels. All resources are put to effective and efficient use and the school provides good value for money.

The school and the governing body understand and apply best value principles effectively when planning and reviewing spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most parents say that their children like school.• Parents feel that behaviour in the school is good.• Parents believe that the school is well led and managed.• Virtually all of the parents would feel very comfortable about approaching the school with questions or problems.• Teaching is good and their children are expected to work hard and achieve their best.	<ul style="list-style-type: none">• A very small number of parents feel that their children do not get the right amount of homework.

The inspection team agrees with parents' positive comments. In the opinion of the inspectors the school provides a suitable amount of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the time of the 1998 inspection the school has made good progress in ensuring that all pupils achieve their personal best. Standards have been maintained in English and have risen in mathematics and science. Standards have risen in design and technology. Standards have also risen in information and communication technology, although attainment remains below average at the end of Year 6.

2. Results of National Curriculum tests in English, mathematics and science at the end of Years 2 and 6 are affected by the significant number of pupils with special educational needs. Since the previous inspection the number of pupils with special needs, including those with Statements, has doubled. In addition over 30 per cent of the school population comes from a military background. As a result the school suffers a high turnover of pupils in all year groups, with no control over when pupils arrive or leave. Analysis of test results and target setting is therefore particularly challenging for this school as up to 50 per cent of those pupils taking the national tests in Year 2 will not be at the school by Year 6.

3. Children enter the reception class with varied levels of skills and knowledge. Their attainment on entry is low overall, but is very low in terms of their language and literacy development. Children make sound progress in the reception class and by the time they enter Year 1 their attainment in language and literacy and mathematics is below the expected levels.

4. The last four years of national tests for pupils at the end of Year 2 show that standards have been well below average in English and mathematics. When compared to similar schools results were also very low. Statistical analysis is unreliable given the turbulent population and the large percentage of pupils with special educational needs. The school analyses tests results rigorously and has very good procedures to demonstrate "value added". This is particularly essential for the pupils from service families. The large percentage of pupils with special educational needs, including those with Statements for language difficulties make very good progress but will not achieve the expected levels at the age of seven. The small number of more able pupils perform very well in tests, frequently exceeding the target level.

5. The school has worked hard to improve pupils' attainment in mathematics and the 2002 national test results show a dramatic increase. The 2002 results also indicate good improvement in reading with many more of the lower attaining pupils reaching the expected level than in 2001. Inspection evidence indicates that standards at the end of Year 2 are below average in English and average in mathematics and science. Pupils achieve well, and attain average standards in all the other subjects.

6. The results of national tests for pupils at the end of Year 6 over the last four years fluctuate sharply due to the turbulent population and differences in the range of ability. The 2001 national tests show that Year 6 pupils' attainment is below average in English and average in mathematics and science. When compared to similar schools, results are below average in English and mathematics and average in science. Nonetheless, since 2000, pupils' attainment in English, mathematics and science has risen dramatically. The school sets increasingly challenging but realistic targets for Year 6 pupils to attain each year and in 2001 the school received an achievement award for improved test results.

7. During the inspection Year 6 pupils' attainment was judged to be below average in writing and information and communication technology, above average in history and average in all the other subjects. All pupils make good progress in English, mathematics, science, history and music. Pupils make sound progress in design and technology, art, geography and physical education.

8. On entry to the school the attainment of pupils with special educational needs (SEN) is below and often well below average. Many pupils are working at pre-National Curriculum levels. During their time at the school pupils with SEN make very good progress in their speech and language development, reading and mathematics; they make good progress in writing. Specifically, pupils improve their conversational social skills including the ability to concentrate and attend to others when they are talking. Through skilful teaching and expert input they practise their pronunciation; they can state the functions of objects and describe a sequence of events. They become confident in their reading particularly in relation to their capacity to use their knowledge of phonics to tackle unfamiliar words. Whilst still operating at levels below national expectations their addition and subtraction become increasingly accurate because of the high quality support they receive. With the support of 'planning webs' they are able to produce brief but well sequenced accounts about what they did during the summer holidays.

Pupils' attitudes, values and personal development

9. The pupils of Christ the King RC Primary come happily to school. They like it and are proud to be part of it. They see their school as a secure place, in which they are able to learn, play and grow. They have great respect and affection for their teachers and all the other adults who work with them. These feelings were well summed up by one Year 6 pupil, who said, without prompting, "all my teachers are wonderful".

10. Pupils are keen to learn but the observation by the previous inspection team, that they tend to depend too much on their teacher's instructions about what they have to do next, still applies. Pupils do however concentrate during their lessons and are not easily put off. Year 1 pupils, for example, during an intensive mental maths session, paused, without losing the thread of their work, as a noisy aircraft passed overhead. Pupils of all ages work well both on their own and with each other. In a Year 6 mathematics lesson, for example, pupils co-operated to find new ways of solving multiplication problems. In the reception class children, who have been in school less than ten days, keenly worked together on the building of a house for the three bears.

11. Pupils respect authority. They are polite to their teachers and the other adults who work with them. Visitors are made to feel very much part of the Christ the King community. Pupils have a clear understanding of what is expected of them with a keen sense of right and wrong. They accept and support the school's code of behaviour. They approve of the school's rewards and sanctions procedures and look forward to earning recognition of their achievements through the 'golden time' and 'golden hands' systems. As a result of all of this, behaviour is very good and bullying is very rare. Teaching and learning take place with very few interruptions brought on by the need to deal with problematic behaviour. Behaviour during playtimes is also very good when a happy and productive mixture of ball games, running, chasing and chatting, occupies pupils' time.

12. Pupils respond well to responsibility. Classroom 'assistants' fetch and carry registers, help to keep things tidy and set up equipment. Older pupils help to look after younger ones. Years 4 and 5 pupils, for example, help Year 1 and 2 pupils with their reading practice. Year 6 'welcomers' usher pupils in and out of the hall for assemblies and operate the lights and

overhead projector. They also help to supervise lunchtimes, organise playground games and show visitors around the school. The members of the school council, who are elected by their classmates, take their roles very seriously. They justifiably believe that they are helping to make the school a better place. For instance, they have successfully lobbied for major improvements to the school's lavatories and better playground equipment.

13. Pupils get on very well with each other and their teachers. They look after each other really well and pupils from the Specialist Centre are welcomed into every part of main school activities including playtimes. Pupils are pleased to see each other succeed and the weekly praise assemblies 'shine' as pupils show delight at what their friends have achieved. Pupils' awareness of other peoples' needs and feelings is excellent and much more mature than is normally the case for children in this age group. In a Year 3 design and technology lesson, for example, one pupil gave another a fraternal hug when he realised that his friend was very anxious about the work which he was being asked to do. Circle times are good with pupils listening quietly to each other as they share problems and experiences. A Year 4 and 5 project on India included some remarkably insightful work on children's rights. In another example, a Year 6 pupil, took time to go and chat to a special needs pupil who was sitting on her own in a quiet corner of the playing field. At end of breaktime she made sure that her friend rejoined her class on time.

14. Pupils with SEN display good and often very good attitudes towards learning. Similarly, their behaviour is usually very good. In almost every session they settle quickly to their work and strive to succeed. They are aided in this respect by the tasks they are given which are well matched to their needs and require them to think hard. However, the praise and encouragement they receive from the staff enables them to grow in confidence and be successful. Relationships between teachers and pupils are extremely good. Throughout the school attitudes towards pupils with SEN by adults and other pupils are extremely positive and supportive. Because of this pupils with special needs are confident in tackling tasks safe in the knowledge that their efforts will be valued. In a Key Stage 2 art and design lesson a pupil with SEN suggested making a hat using a spiral technique and this idea was celebrated by the teacher. In a physical education lesson another pupil was selected to demonstrate underarm throwing to the rest of the class. The SEN team is fully aware that for a number of pupils the next step is to develop their capacity to work more independently and not be so reliant upon their teachers.

15. No pupils were excluded from school during the last school year. Attendance and unauthorised absences are in line with national averages for schools of this size and type. Punctuality is good with the school day and all lessons starting and finishing on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Teaching is better overall than at the time of the previous inspection, as no teaching was judged unsatisfactory. The quality of teaching is good. Of the 54 lessons seen, 15 were very good, 29 were good and 10 were satisfactory. The improvement in teaching is the result of good monitoring and feedback on the quality of individual teachers' performance by the headteacher and senior staff. Additionally, guidance has been produced for all subjects to assist teachers' planning. The successful implementation of national strategies in literacy and numeracy has given structure to lessons. Many teachers set out key learning objectives in lessons and these are shared with the pupils so they know exactly what they have to learn. Assessment information is used well to plan pupils' future work in order to raise attainment and accelerate achievement. All of these things are paying dividends as reflected in the improved standards achieved by pupils.

17. The teaching in the reception class is satisfactory. The teacher makes sure that children make a positive start to school through good emphasis on the development of their personal and social skills. Rules and routines are established quickly and children make good gains in their personal development. The direct teaching of formal aspects of literacy and mathematics is thorough and the activities provided are carefully chosen to keep within the limits of the young children's short attention spans. However, the opportunities for children to select and pursue an activity independently are rather limited in frequency.

18. The teaching of literacy is good overall. Early reading strategies are taught well and many teachers share learning objectives with the pupils so they are clear what the literacy lesson is about. Most teachers have high expectations of what pupils can achieve which has a very positive effect on pupils' learning and progress. Work is matched well to different levels of ability and high quality support ensures that those pupils with comprehension difficulties achieve well. Occasionally, the pace of literacy lessons is too slow and pupils lose interest and lack concentration.

19. The teaching of numeracy is good. Good teaching and learning are characterised by teachers who use their good knowledge and understanding of mathematics to set interesting, challenging activities. Increasingly, they encourage pupils to solve problems in their own way and they use questions skilfully. By sharing methods pupils learn from each other and develop confidence to tackle new work successfully. Teachers build on from previous learning effectively and maintain a brisk pace moving from one activity to the next in a well-organised way. They encourage pupils to complete homework to develop their skills and promote independent learning. Marking sometimes includes helpful comments to help pupils improve further and every pupil has individual targets to aim for in improving their understanding. Some teachers seize the opportunity to further pupils' spiritual development in mathematics lessons by studying very large numbers or through a focus on the degree to which numbers affect human life.

20. Teaching is also good in science, history, geography and music. Teaching is satisfactory in information and communication technology, design and technology, art and design and physical education. In the best lessons, pupils are given challenging work such as devising a fair test in science and are encouraged to tackle experiments for themselves. Some, but not all, teachers encourage pupils' communication skills well by asking for detailed answers from pupils rather than just accepting the first response. All pupils are involved through skilled questioning, no time is wasted and pupils are busy, motivated and productive.

21. Positive features of teaching, demonstrated throughout the school by all teachers include good subject knowledge, good planning, very good management of pupils and good use of support staff. Learning support staff make an invaluable contribution to both teaching and learning. They are well focussed on individual needs and highly effective in assisting the pupils they work with to make good gains in their learning.

22. Areas for improvement in teaching include the pace at which lessons are conducted. For instance, in some physical education lessons pupils become bored and inattentive when they are left to practise the same skill for too long. Interactions between pupils and teachers vary, some teachers are skilled at involving all pupils in class discussions, whilst others tend to speak to only a few pupils, which inhibits language development. On some occasions the purpose of the lesson is not clear to the pupils and they become restless and unclear as to what they have to do.

23. The quality of teaching by the SEN staff is always at least good and often very good. As a direct result the pupils with special needs make good and sometimes very good progress in lessons. They consolidate their previous learning and make gains in their

understanding. The teaching has many significant strengths. The relationships with and management of pupils are exceptional. All of the staff are alert to minor moments of misbehaviour or inattention and deal with these swiftly, quietly and effectively. They are experts at refocusing pupils upon the task in hand rather than challenging the behaviour and their approach is always sensitive. On more than one occasion teachers were observed acknowledging that pupils were distressed or disturbed as a result of out of school events. Whilst these incidents were never allowed to become excuses for inappropriate behaviour there was an empathetic understanding that the pupil would benefit from positive support rather than negative criticism.

24. However, the teaching by the SEN staff does not merely concentrate upon caring for and understanding the needs of the pupils. It is very definitely focused upon achievement. All staff are fully aware of the pupils current levels of attainment and areas of need. As a result almost all the sessions are very well planned and structured. This also means that instructions are clear and teachers model activities expertly. This was particularly noticeable in a guided writing session and, imaginatively, through the use of 'Molly' the puppet to demonstrate the position of tongue when producing the sounds 't' and 'd'.

25. The staff of the Sunshine Room make very good use of a combination of teaching techniques. In almost every session pupils are required to use a combination of sight, hearing and practical activity to reinforce their learning. In one example involving words containing 'sh' pupils looked at the word, said it aloud and identified whether the construction was to be found at the beginning or end of the word by placing a hand on their head or their stomach. All the staff are persistent and relentless in their pursuit of high standards. Their expectations of pupils are particularly high. This is because of their knowledge of the pupils' needs and the fact that they are clear about what they want to achieve by the conclusion of the session. The ethos and culture of The Sunshine Room is one of 'have a go – it's not wrong to make a mistake or find the work hard'. The adults model this extremely well. In a signing session one of the adults who was comparatively new to this type of work was perfectly prepared to ask the pupils for help in signing or understanding sentences such as 'give me the red man'.

26. In almost all the main school lessons the teaching of pupils with special educational needs is good and sometimes it is very good. There are some classes in which a third or more of the pupils have SEN. Time and again teachers were observed cleverly matching their support, intervention and questioning to match the needs of pupils. The SEN teacher and class assistants are usually very well deployed to support the pupils

27. There were just a few lessons observed where pupils with SEN were either not involved in the whole class sessions or where they were undertaking exactly the same work without sufficient support or instructions. Very occasionally the 30 minute sessions in the Sunshine Room attempt to cover too much and could benefit from having a tighter focus to ensure that all pupils achieve the intended outcomes.

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

28. The quality and range of the curriculum are good. It includes all subjects of the National Curriculum, together with religious education and meets all statutory requirements. Appropriate policies and schemes of work are in place for all subjects and each receives an appropriate amount of teaching time. This shows a good improvement since the previous inspection when timetables did not reflect the time allocated to each subject. Planning is good and provides for coverage of all National Curriculum programmes of study. The school makes good use of a two-year rolling programme for teaching subjects other than literacy and numeracy. In the Foundation Stage and in the infants a topic approach is used

successfully to plan the curriculum. In the juniors, greater emphasis is placed on the teaching of subjects separately with natural cross-curricular links made where possible. The Literacy and Numeracy Strategies have been implemented effectively and have had a positive impact on the standards achieved in English and mathematics.

29. The provision for personal, social and health education is very good. Although much of the programme is taught through religious education lessons it permeates all aspects of the curriculum. A weekly 'circle time' is time tabled and provides valuable opportunities for pupils to participate in discussion. The lessons seen show that teachers involve pupils in an active way that helps to develop their self-awareness. Sex education and the use and misuse of medicines and drugs are taught through the school's pastoral care programme that helps pupils to become more aware and sensitive to the needs of others. There are also occasions when discrete personal, social and health issues are targeted towards specific groups of pupils with the support of outside expertise. For example, the school nurse teaches the sex education programme to pupils in Years 5 and 6. The community police officer also provides lessons to pupils on a range of important issues such as, keeping safe and the dangers of drugs and illegal substances. The school has participated in a range of health education events that make a good contribution to pupils' learning. For example, they have been involved in a joint health education project with the local secondary school, the 'Life Bus' visited the school and older pupils are involved in the 'Junior Good Citizen' programme.

30. The quality and range of learning opportunities for children in the Foundation Stage are satisfactory. Planning for children in the reception class follows national recommendations and is linked to appropriate topics such as, 'Ourselves' and 'Travel'. However, provision for indoor and outdoor play is rather limited in frequency. Reading, writing and mathematics are sufficiently well structured to develop the children's skills, but in general there are few activities that encourage children to write in a variety of play and role-play situations. The development of children's knowledge and understanding of the world is well planned. Children are very well supported in their personal, social and emotional development.

31. The provision for pupils with special educational needs is very good and for those with speech and language difficulties it is excellent. Support is organised in a variety of ways, is clearly stated within each pupil's individual education plan (IEP) and is designed to meet the learning needs of each individual. As a result different pupils receive different types or combinations of support according to their requirements. Teaching assistants, the SEN teacher and the Specialist Centre teachers provides in-class support. Withdrawal sessions are offered in The Sunshine Room by the same staff. The speech and language therapist provides additional language sessions.

32. Withdrawal sessions are sensitively arranged to ensure that they do not prevent the pupils from accessing the full curriculum. Many of the lessons in The Sunshine Room build on or contribute to the learning that the pupil is undertaking in the main school class. Pupils returning from withdrawal sessions to main school lessons are expertly included within the activity that is occurring. This is one of the school's many significant strengths in respect of pupils with SEN. Being withdrawn to The Sunshine Room in no way reduces a pupil's access to their curriculum entitlement; rather that entitlement is enhanced. The Sunshine Room makes a very good contribution to the moral and social development of pupils with SEN. This is because of the high quality of relationships between adults and pupils and the development of social skills including the use of language.

33. The aims of the school show a strong commitment to equality of education for all pupils which is reflected in all aspects of school life. Staff value all pupils equally as individuals and take particular care to ensure that they benefit from the many learning and

social opportunities provided. The diverse groups of pupils represented are seen as a resource in themselves for promoting learning and understanding. Pupils from the Specialist Centre are extremely well integrated into mainstream classes and, with support, take a full part in lessons. Training has been provided for all staff on the needs of the Specialist Centre pupils to ensure there is a consistent approach. The provision for gifted and talented pupils shows an improvement on the position at the time of the previous inspection when it was key issue. School assessments and test results are used to identify the higher attaining pupils and provision is made for them whenever possible in class, to help meet their needs. Booster classes for pupils in Years 5 and 6 and programmes that provide appropriate challenge for the higher attaining pupils help to enrich their learning. The school provides suitable opportunities for pupils identified as having specific talents. For instance there are extra curricular activities and opportunities to perform in assemblies for gifted musicians.

34. The school provides a good range of extra-curricular activities. This is a significant improvement since the last inspection when the range of activities was said to be narrow and competitive sport was limited. Pupils are able to participate in clubs during the lunch hour and after school, where boys and girls can learn to play the guitar, dance, use computers and play mathematics games, and for pupils in Year 6 there is a writing workshop. Pupils are also able to participate in a wide range of sporting activities that include football, netball, basketball and Kwik cricket. The school takes part in local sporting events and works with visiting coaching teams. Last year, pupils in the Tag Rugby team received an award for being the most sporting team.

35. Provision for the spiritual, moral, social and cultural development is firmly rooted in its Catholic Christian beliefs. It is successfully and impressively built in to all aspects of school life. All relevant school policies contain references to it. The daily act of collective worship is at the heart of the school's highly successful attempts to encourage pupils' spiritual growth. Time is set aside for prayer and quiet reflection when, for example, pupils explore their thoughts and feelings about the meaning of events, beliefs, the beauty of the world around them and other people. The impact of this approach on pupils' view of the world around them is impressive. In a Year 3 science lesson, for example, pupils were enthralled by the beauty of soil when looked at through a digital microscope. One lunchtime, a group of older boys was delighted by the symmetry and complexity of a large spider's web, which they had found in a hedgerow. In a similar vein a Reception pupil, who was about to pick up a "daddy longlegs", learned to respect "one of God's creatures" when his teacher gently stopped him from harming it.

36. The school is totally committed to the development of 'the whole child', whatever his or her ability, needs, and expectations. Every pupil is made to feel special, responsible for their own actions and encouraged to have a positive view of his or herself. Therefore a Year 4 boy, who was sitting quietly in the hall because he had lost his breaktime for being naughty in class, was able to reflect and explain not only what he had done but also what he needed to do in order to ensure that he wouldn't be in trouble again. Pupils flourish as individuals who are aware of their thoughts and feelings and can share them with friends and teachers. A good example of the impact which this has on pupils' development was a Year 5 Survival project in which pupils were asked to come up with lists of needs and wants. Alongside the obvious material things more than one came up with 'peace,' 'space' and 'quiet'.

37. The school's 'Golden Rules' of behaviour provide pupils with a consistent moral code, which they all accept and support. All the adults act as good role models, encouraging pupils to be fair, have integrity and respect others needs and ideas. Pupils understand the need for order and the difference between what is right and acceptable and what is wrong and unacceptable. Those pupils who seriously infringe the 'Golden Rules' are required to reflect on what they have done and share their conclusions and action plan with a teacher. The

result is a system which encourages pupils to take responsibility for their own actions and acts calmly but firmly to put things right.

38. During the week of the inspection the whole school explored, through their daily assemblies, the meaning of forgiveness and how difficult it could be to forgive someone who had done harm to an individual or community. A Year 6 pupil when discussing this later commented maturely that bringing a bully or unpopular peer back into the community was a real problem for everyone.

39. 'Bubble Time' provides pupils with the opportunity to discuss their problems or worries with a teacher. Circle Time, which is an important part of school life, provides pupils with opportunities to explore ideas, values and to be heard. In a Year 1 Circle Time, for example, pupils were successfully learning to respect each other's choices and the reasons for making them. Examples of the way that all aspects of learning help pupils tackle moral issues come from a Year 6 history project on the Victorians and a Years 4 and 5 project on India. In the former, pupils, made judgement about the morality of labour laws and in the latter they expressed their own views of the universal rights of children and differences in living standards.

40. Pupils' social development, which was judged to be strong by the previous inspection team, is very good. Pupils of all ages are given opportunities to develop their social skills and to contribute to their own and the wider community. They respond very positively to the challenges of responsibility and contribute to the smooth running of the school through, for example, collecting and delivering registers, the school council, helping to set up and deliver assemblies, the playground friend scheme, showing visitors around the school and the paired reading scheme. Collaborative working is a feature of many lessons and pupils happily take part in a wide variety of team games and community activities such as the tag rugby festival in Salisbury. The Year 6 residential visit provides excellent opportunities for pupils to learn how to work together and help each other through activities such as walking, canoeing and climbing. The newly launched 'Walking bus' is an innovative way of not only, getting pupils to and from school, but also of providing good opportunities for children to learn to look out for each other in potentially hazardous situations. The whole school participates in fund raising activities for local and national charities such as CAFOD. Through this pupils learn about the needs of others and how they can contribute to efforts to meet them.

41. The school's efforts to help pupils' cultural development are good. Pupils learn about their local and national culture through work on historical figures such as Florence Nightingale and activities such as visits to the local library, Stonehenge and Salisbury Cathedral. Special events, such as the workshop run by the drummer from Status Quo, provide opportunities for pupils to experience and explore the origins of music making and the ways in which performers work with their audiences. Many pupils learn to enjoy music and play instruments such as the recorder and clarinet. In art lessons pupils learn about famous artists and the ways in which they portray their feelings and views of the world. The resultant wall displays are a combination of posters, prints, research and pupils' attempts to experience and emulate various painting styles and techniques. The school is committed to ensuring that pupils grow up to understand and respect others' beliefs and cultures. Racial equality and equal opportunities policies are in place and any incidents, which do occur, are dealt with immediately. Through religious education lessons pupils learn not only about the Catholic Christian principles which underpin all of the school's activities but also about Islam, Sikhism and the Hindu faith. Major history and geography projects involving extensive research, have helped pupils explore the culture and life of ancient Egypt and the rural communities and cities of modern Africa and the Indian sub-continent. The last of these was brought to life by two visitors from India who showed clothes, shared food, played music and talked about their experiences of life in their home country. Pupils were thrilled to meet them and Indian

Celebration Day was a major event in last year's school life. Naturally occurring opportunities are used to enhance awareness of other cultures. In a junior assembly about grandparents, for example, the story was about the relationship between an Indian grandma and her granddaughter in the UK.

42. A good variety of visits enrich the curriculum. These include trips to Salisbury Museum, Stourhead, The Flying Museum and Salisbury Cathedral. Older pupils take part in a residential visit to an adventure centre for outdoor pursuits. Visitors include fire and police officers, 'Martin the Puppet Man,' and a drumming workshop taken by the drummer of 'Status Quo'.

43. There are good links with the local community that makes a positive contribution to pupils' experience and learning. Good use is made of the local area that includes visits to the library, the park and a restaurant. As part of the Jubilee year, the school was involved in the local celebrations and pupils' artwork was exhibited in the local library. Support is given to a local residential home for elderly people and the older pupils' visit to perform a concert at Christmas. As a Catholic school, there are very close links with the work of the Catholic Church and other local church groups within Amesbury. An 'Arts Celebration' week is planned for the Spring Term when local residents are to be invited into school to work with the pupils.

44. Links with other educational establishments are very good. The school is part of the cluster group of neighbouring primary schools and the local secondary school. There is very good liaison between the schools. For example, they share as many of the common policies as possible, such as the Home/school agreement and the Pastoral Care programme. The primary schools participate in 'Celebration Days' with the secondary school where the work of pupils is exhibited for all to share. Visits to and from the senior school are well organised and prepare pupils well for their transfer to their next stage of education. Links with the local playgroup are strong. Visits are made by the Foundation Stage co-ordinator and the playgroup have the opportunity to use the school hall for physical education activities and the school field for their sports day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The Governors and staff of Christ the King RC Primary School are committed to ensuring that their pupils spend their school days in a happy, safe and secure environment. Parents recognise this and approve of the way that care is taken of their children. Good health and safety systems, which include regular site surveys and risk assessments, are in place. The outdoor play area used by reception children, which was criticised by the previous inspection team, has been improved and is now secure. Normally there are two qualified first aiders on site during the school day. Child Protection systems are good and follow local authority guidelines. All staff have had appropriate training and are kept up to date through regular briefings from the headteacher.

46. Attendance monitoring procedures are satisfactory. The school is about to change over to a computer based system, which is intended to simplify record keeping and the analysis of data. Absenteeism and poor punctuality are rarely a problem but the school does have satisfactory systems, involving the local education welfare officer, to deal with any which do occur.

47. The headteacher and staff know all their pupils very well and pastoral care, which was praised by the previous inspection team, is still a major strength of the school. Everyone, including non-teaching staff such as the caretaker, the school administrator and the lunch time supervision team works hard to ensure that pupils' personal and learning needs are

attended to properly. Through a variety of formal and informal systems they closely monitor and support pupils' personal development. An unusual example of this is the highly effective link between the supervision team and pupils. Every member looks after, and regularly attends a particular class's circle time. The headteacher and staff value their pupils' ideas and concerns and find out about them through a variety of means such as the school council, 'Circle and Bubble Times,' questionnaires and surveys.

48. The school's behaviour and anti-bullying policies, which have recently been revised, epitomise the whole school's determination to operate in ways that reflect its Catholic, Christian values. Through the well-established 'golden hands' reward and sanction systems the staff successfully encourage pupils to work hard and care for each other. There is no bad behaviour and bullying, and an atmosphere of calm purposefulness pervades the school. As a result teachers are able to concentrate on teaching and pupils can get on with learning.

49. Procedures for monitoring and supporting personal development are good. All the staff know their pupils well. Lunchtime assistants also know the pupils well and provide friendly support for them. They play with the pupils and in doing so promote the values that are contained in the school's mission statement. Annual reports include a statement about the pupils' behaviour and their social development ensuring that parents are informed of this aspect of their child's development.

50. The school cares for all pupils with special educational needs very well and excellently for those with speech and language. It not only complies fully with the 'Code of Practice' but the fundamental principles of that document, including the fact that the needs of pupils with SEN should be met in mainstream settings, are not merely part of the school's philosophy but are delivered in reality. There are very good links with other agencies, including expert speech and language therapy and input by a teacher from a nearby school for pupils with moderate learning difficulties.

51. The identification and assessment of the needs of pupils with SEN are a strength of the school and it has also developed a system of regularly monitoring the progress of such pupils. The information provided in the annual review documentation, especially for pupils with speech and language difficulties is excellent. The reports from the speech and language therapist, whilst of necessity containing complex assessment data, provide first class information about individual pupils and set realistic targets. Class teachers and support staff also provide high quality information. The reviews of the very good individual education plans are detailed. Because the school sets precise targets it is able to be equally precise in its evaluation of the degree of success achieved by each pupil. This in turn means that the next steps in learning are accurately identified and the pace of pupil progress is maintained.

52. The school's procedures for assessing attainment and progress are very good. They are used efficiently to decide how best to plan the curriculum for the pupils. Results from national tests are extensively analysed as well as a wide range of information that is collected on the performance of the pupils. As a result the school has a thorough understanding of different groups of pupils and makes appropriate plans to meet those needs. This is reflected in the school improvement plan, which is rigorously tied to this analysis of the pupils' performance data. Excellent records are kept of these evaluations so that findings can be reviewed and progress towards targets quantified. This system helps the school track the progress of individual pupils which in this school is vital, given the number of pupils that leave and join the school annually.

53. Findings from the analysis of performance data are used very effectively to influence the way in which the pupils are taught. For example, in mathematics analysis of test results revealed that the pupils understanding of data handling and problem solving was weaker than

other aspects of the pupils' mathematical attainment. As a result greater emphasis is now placed on data handling and this is helping to improve standards in this area.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Christ the King's links with parents, which were praised by the previous inspection team, are excellent. Parents think very highly of the school. They believe that their children are looked after really well and receive a very good education, which is helping them to become mature and responsible. They have great confidence in the headteacher and staff. Ninety seven per cent of the parents who completed the pre-inspection questionnaire felt that the school was well led and managed.

55. The school's 'ministry of welcome,' which is based on a series of visits, pupil-led tours, meetings and a 'buddy' system, ensures that new parents and children feel at home and cared for and quickly become part of the Christ the King community. This applies not only to pupils who start at the beginning of the school year but also to the 30 per cent of the school's population who join at other times. The majority of this latter group are children from Services families posted into the area. These parents are particularly appreciative of the way that the school responds to them and their children's needs. Many of them say that Christ the King is the best school their children have ever attended.

56. Parents are informed how their children are getting on through termly meetings and end of year reports. The meetings are very well attended with the school making special arrangements to see those parents who are unable to attend at the advertised times. The reports, which are sent home just before the summer term meeting, are very informative. They describe progress in all subjects and, where appropriate, the results of school-based and national tests. The Governors, headteacher and all the staff believe that their pupils thrive and make best progress when they and parents share responsibility for pupils' education. Therefore the headteacher and staff operate an 'open door' policy. Parents appreciate the fact that the headteacher always finds time for them and will respond as quickly as possible to any worries and problems, which they might have. Class teachers and parents mingle happily at the beginning and the end of the school day.

57. Many parents help their children to learn by supporting the school's homework schemes. They are provided with very clear guides on how to help and make very good use of homework and reading diaries. Every child, from Reception to Year 6 has these. There is a well-supported literacy scheme for Reception parents and pupils. Thirty parents are involved in the Community Schools Network scheme, which supports Year 4 and 5 pupils' homework.

58. The school constantly seeks parents' ideas and views on how it can better serve them, their children and the wider community. An example of this is the innovative 'walking bus' which the school has set up as a means of getting pupils to and from school safely whilst cutting down on the amount of traffic in the area. This scheme, the first of its kind in Wiltshire, has attracted considerable local interest and is an example of the way that Christ the King attempts to contribute to the wider community.

59. Parents are involved in many aspects of school life. A small number of parents are regular volunteer helpers in classrooms but many more support one-off events such as reward services and celebrations. The popular 'Chatters' coffee club provides an opportunity for parents to meet each other. The very active parent teacher association raises funds for a variety of school needs such as new televisions and playground equipment. It organises well supported, high profile events such as this year's Golden Jubilee ball and provides important links with the wider Amesbury community.

60. Justifiably, parents speak very highly of the quality of support that the school provides for all pupils with special needs. Parents are fully involved in their children's education. Individual education plans contain practical ways in which parents can help their children. The attendance at annual reviews, given that the pupils with speech and language difficulties come from a wide geographical area, is exceptional but illustrates the extent to which parents value the work of the Specialist Centre and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The strengths identified in leadership and management at the time of the previous inspection have all been sustained and in some instances improved even further. The school is now better than it was and is continuing to become even more effective. It is a well-organised and successful school, which looks critically at all aspects of its performance and strives constantly to improve.

62. The headteacher provides a very clear educational direction for the school. She has a total conviction in the priorities and aims of the school, is immensely determined and highly motivated. She empowers her staff so that they can fulfil their responsibilities very effectively, knowing she is always on hand to support when necessary. When priorities have been identified, usually through a specific and constantly evolving school development plan, but occasionally in day-to-day management, she acts very quickly and decisively. The outcome is the very strong staff team spirit within the school, to which the leadership team makes a most noteworthy contribution. There is a high degree of shared commitment by all the staff to improve standards and to provide a calm, harmonious environment where all pupils are valued and make good progress. Highly effective leadership is evident in the successful implementation of national strategies for literacy and numeracy, the much improved monitoring of teaching and pupils' attainment to ensure good achievement and in the rigorous analysis of the school's performance in order to set targets for the future.

63. The school's Mission Statement lies at the heart of all that the school does and the school succeeds in providing a good education for all its various groups of pupils. Pupils from service families and those with special educational needs settle quickly into school and achieve well. The creation of a civilised, supportive learning environment sets the scene for the hard work and achievement expected from all the pupils. The culture is such that new strategies are readily adopted and tested out and then skilfully adapted to meet the specific needs of the school. Any changes are largely centered on the classroom and critical thinking about teaching and the use of assessment have improved pupils' achievements considerably. For instance, the 2002 Year 2 mathematics national test results show a dramatic rise in attainment due to a sharper focus by all staff.

64. Co-ordinators make a good contribution to the development of their subjects. This marks a further significant improvement since the time of the previous inspection. They review policy and resources, provide guidance to other staff and monitor teachers' planning. Many co-ordinators have produced action plans for their subjects. The commitment to continued improvement is a major factor in the good progress that is achieved in many subjects.

65. The head of the Specialist Centre is also the school's special educational need co-ordinator. She is a member of the leadership team. Her leadership and management of SEN are excellent. As a result all staff are clear about their role and responsibilities regarding SEN pupils. The Sunshine Room team is highly skilled and dedicated but nonetheless always willing to learn and improve. Whilst this is a school in which the provision for and the outcomes of pupils with SEN are very good there is no complacency. The co-ordinator leads

by example. Her attitude that 'no matter how good we are there is always room for improvement' is shared by all.

66. The co-ordinator monitors the teaching of pupils with special educational needs and is very aware of the school's many strengths and minor weaknesses. The special needs development plan targets appropriate priorities for further development. The SENCO and her team are very experienced and qualified and they share their expertise with all staff. The school makes good use of new technology to manage IEPs and collate assessment data. The accommodation, learning resources and financial management are all very good and used well to maximise the quality of the provision. Whilst the governing body does report annually to parents about SEN the information it provides is largely descriptive. To comply with the Code of Practice the report needs to provide more evaluative detail about the effectiveness of the provision made by the school.

67. The governors' role in monitoring the work of the school has improved considerably since the last inspection when they were judged to 'rely too much on the headteacher and senior staff'. The governing body is well organised through an effective committee structure. All statutory requirements are met. The chair of governors is very knowledgeable as to the role and responsibilities of the governing body and has a good understanding of all areas of school life. Governors are fully involved in the school and they demonstrate a clear understanding of their monitoring role. Some governors work regularly in school along side the staff and are in an ideal position to monitor standards. The governing body concentrates suitably on the important issues of standards, care, ethos and pupils' progress whilst ensuring good value for money. Governors are playing an effective role in shaping the direction of the school and have a good understanding of its strengths and weaknesses.

68. The school has a detailed and comprehensive procedure for monitoring and evaluating its own performance. All staff are involved in this and the open and frank approach means that issues are addressed quickly and effectively. Careful analysis of assessment information drives the process forward and any unexpected drop in standards leads to focussed discussion on whether adjustments need to be made to teaching, learning or the curriculum. Self-evaluation is central to the school's systems for performance management arrangements and these are closely linked to school improvement. Suitable training is identified to support any objectives identified with individual teachers. Induction procedures for new staff are very good. The newly qualified teachers have received very good support from their teacher mentors. In addition the headteacher works closely with all new staff and describes this as 'a journey we make together'. New staff have very good opportunities to learn from their experienced colleagues and have been given very good support in developing their own teaching.

69. The school makes good use of the strategic resources that it has available. The well-written school improvement plan makes it clear where the school's priorities lie and what needs to be done to achieve those goals. The school's financial planning is very good and closely tied to this plan. This means that the school uses its financial resources available to achieve its stated aims. The finance committee of the Governing Body monitors expenditure very carefully to make sure that as the year progresses the planned expenditure closely matches what is actually happening. Simple but effective measures are used by the committee to assess the effect that the planned spending has on the performance of the pupils, through visits by governors to observe classes in action or by discussion with co-ordinators or the headteacher. Whilst this is working well there is room for improvement in some areas, for example in monitoring the impact that the provision of new computers are having on the pupils' attainment.

70. The day to day administration of the school is very good and efficient systems are in place, that ensure that the Governing Body and head teacher have up to date information to use when monitoring and making decisions. The Local Education Authority last audited the school in October 2001, when there were a very small number of areas highlighted for improvement. These have now been fully implemented.

71. Good use is made of funds allocated to the school for specific purposes. These include curriculum development as well as funds for further training of teachers and non-teaching staff. Their use is carefully monitored by the senior team in the school, as well as by the finance committee of the Governing Body by using the school improvement plan. Also, through classroom monitoring, the school assures itself that agreed classroom strategies are being put into practice and the effect on the pupils' performance assessed.

72. The Governing Body has successfully adopted the principles of 'Best Value' and this has benefited the school in range of ways. They understand the importance of these principles and know that applying them rigorously can bring benefits to the pupils. For example in comparing the value for money the school was getting from caretaking and cleaning services it emerged that the good quality of service could be maintained at a lower cost if the school managed this area for itself. This transition has been successfully managed and as a result released funds that can be used to support the pupils' learning.

73. At the time of the last inspection the quality of financial management was good and these standards have been maintained. In some aspects, for example, the use of best value principles, and a very rigorous marriage of financial planning to the school improvement plan the quality of the Governing Body work has continued to improve. This is making a very good contribution to the schools' drive to improve standards. Taking into account the overall effectiveness of the school, the efficiency with which the school is run and its overall cost effectiveness, the school gives good value for money.

74. The school has a good number of teachers and teaching assistants to meet the demands of the curriculum and pupils' needs. They give very good support in lessons to pupils with special educational needs. The kitchen staff, the caretaker and the lunchtime supervisors are an important and valued part of the school team. All staff work very well as a dedicated, enthusiastic and hardworking team who are committed to providing the best they can for all pupils. The school ethos is reinforced through the very positive way that all visitors are welcomed to the school. Everyone plays a full part in maintaining the attractive and tidy learning environment reflecting the pride all staff show in their work.

75. Accommodation is good and has improved considerably since the time of the previous inspection. For instance, children in the Foundation Stage have their own enclosed outdoor area, which is easily accessible from their classrooms. Some large toys have also been purchased, although there is no climbing frame. A large level playground and a well maintained playing field provides well for all aspects of physical education and play. Attractive picnic tables which have printed chess and games boards printed on them further enhance the outdoor areas. Pupils benefit from a good-sized hall where all can gather for assemblies.

76. Teachers have access to a good range of good quality resources to support pupils' learning and ensure good progress. There have been substantial improvements made to the English, science and information and communication technology resources. Resources for design and technology have improved since the last inspection and are now satisfactory. There is a growing range of suitable software to meet the needs of the information and communication technology curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The school is providing an effective education for pupils. To make it even better the head teacher, staff and governors should seek to:

(1) Raise standards in writing by:

- continuing to improve infant pupils' spelling and handwriting and punctuation. (Paragraph 96)
- Developing all pupils' writing skills in other subjects as well as in English. (Paragraph 97)
- Providing increased opportunities for junior pupils to write in different forms. (Paragraph 97)

(2) Raise standards in information and communication technology at the end of Year 6 by:

- using information and communication to support teaching and learning in all subjects (Paragraphs 109, 118, 124,127,143)
- Monitoring and evaluating teaching and learning to raise standards. (Paragraph 144)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	29	10	0	0	0
Percentage	0	28	54	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		264
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		20
Number of pupils on the school's special educational needs register		97

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.7
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	17	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	18
	Girls	12	12	13
	Total	28	27	31
Percentage of pupils at NC level 2 or above	School	72 (58)	69 (54)	79 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	12	14	13
	Total	27	31	29
Percentage of pupils at NC level 2 or above	School	69 (65)	79 (73)	74 (77)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	18
	Girls	10	10	12
	Total	22	23	30
Percentage of pupils at NC level 4 or above	School	67 (58)	70 (29)	91 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	10	11	12
	Total	22	24	26
Percentage of pupils at NC level 4 or above	School	67 (52)	73 (29)	79 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	256		
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	2		
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	2		
Chinese			
Any other ethnic group	4		
No ethnic group recorded			

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	

Financial year	April 01 - March 02
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	£
Total income	649,301
Total expenditure	643,345
Expenditure per pupil	2,383
Balance brought forward from previous year	21,173
Balance carried forward to next year	27,129

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
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	200
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	60	32	8	0	0
Behaviour in the school is good.	63	33	2	0	1
My child gets the right amount of work to do at home.	27	53	11	4	5
The teaching is good.	60	35	4	0	1
I am kept well informed about how my child is getting on.	58	36	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	2	0	0
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	71	25	3	0	1
The school is well led and managed.	78	19	2	0	1
The school is helping my child become mature and responsible.	71	24	3	1	1
The school provides an interesting range of activities outside lessons.	51	36	7	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. The previous report stated that there was no designated play area outside, or large toys and apparatus to play on. The school has improved these shortcomings and there is now a suitable outdoor fenced area for the children. The provision of large equipment such as clambering apparatus and wheeled toys however, is still rather limited.

79. At the time of the inspection the children had only been in school for ten days and the reception class teacher was new to the class. Despite this, good relationships have already been established and the well-organised day-to-day routines are enabling all children to feel secure, safe and grow in confidence. Children are admitted to school in September, either part-time or full time, depending on when their fifth birthday occurs. Most of the children have already attended either a pre-school playgroup or nursery. The initial assessments conducted with these children show a variation year on year, but in general indicate that their attainment on entry to the reception class is low overall, with communication, language and literacy being well below average. In the last inspection, attainment on entry was judged to be average. Judgements relating to standards at this time of the year also take into account the work completed by the children who are now in Year 1. Work sampling indicates that by the end of the Reception year, most children are achieving satisfactorily and meet the early learning goals in their personal, social and emotional development, creative and physical development and in developing knowledge and understanding of the world. However, most children attain standards that are below the national expectation for this age group in communication, language and literacy and mathematical development.

Personal, social and emotional development

80. Most children meet the early learning goals in this area by the time they enter Year 1. This shows good achievement and reflects the sensitive teaching, where children are constantly encouraged to feel confident about what they can achieve. The children settle in well and quickly learn to share and take turns. They are eager to explore new learning and are starting to make effective relationships with adults and other children. The trusting relationships help children to recognise that each of them is valued. All adults working with children in the reception class are courteous and encouraging and this successfully promotes children's learning. Children quickly learn to sit quietly and take turns when speaking by using the 'thinking thumb' signal in response to questions. Their behaviour in and out of the classroom is good and they willingly tidy up at the end of a session. During whole school assemblies they listen carefully and try their best to join in with the singing and prayers. The children attend to their personal hygiene appropriately, put on painting aprons for themselves and can take off their shoes and socks independently before their physical education lessons. The children enjoy learning, particularly when involved in play activities. They are eager to share what they have learnt and talk happily about what they are doing. For example, as a child finished off her painting she pronounced, "It's lovely isn't it". The children are already settling to the more structured activities, such as literacy and numeracy and show the ability to concentrate for appropriate periods of time.

81. Personal and social development is well promoted in all areas of learning and the planning is good. The teaching of relationships and interactions is good. The reception teacher has created a calm, secure environment in which children are valued as individuals. The procedures at the beginning of the day ensure that parents are kept well informed of all

the activities their children experience during the day. For instance, not only is the routine of the day displayed for parents to see, but a daily message written on the whiteboard informs them about the activities their children experienced the day before with suggestions of how they can help support their child's learning at home. Although the reception teacher ensures there is a time for the children to choose activities for themselves and to initiate their own ideas through play, it is somewhat limited in terms of frequency and does not allow them to pursue an activity for any length of time. Children's awareness of cultural differences is successfully enhanced through topics such as Africa and special events such as the celebration of festivals. However, there are few resources that provide children with the opportunity to experience the differences in cultures other than their own.

Communication, language and literacy

82. Children enter school with well below average attainment in this aspect of their learning. In particular, their communication skills are poor. However, by the end of the reception year, most children manage to use talk to interact with others, listen attentively and respond with enjoyment to stories and rhymes. They make satisfactory progress and although many are approaching the early learning goals in areas such as their knowledge of letter sounds, for many children their speaking and writing skills are below expectations by the end of the reception year. All children benefit from individual support and lots of encouragement. Adults show children that they value their efforts at communicating. The children listen carefully and particularly enjoy listening to stories. The most confident children express their own ideas and feelings well and willingly talk about their favourite parts of the story in books they know, such as 'Goldilocks and the Three Bears' and in some instances, give different voices to the characters. They know that pictures carry meaning and understand the concept of a word. By the end of the reception year, the more able children recognise familiar words in simple texts and use their knowledge of sounds well to help them read simple words. Most children however, are at the stage of understanding how books work, for example by turning the pages and linking a narrative sequence with the pages of a book. In writing, most children confidently 'have a go' at writing and express themselves by making marks on paper. Although the more able children successfully use their knowledge of letter sounds when they write a simple sentence such as, 'Zara is going to plaskau (playschool) wiv mummy', many are still at the early stages of ascribing meanings to marks and find it difficult to form their letters correctly. The analysis of children's work showed few examples of writing for a variety of purposes through play, such as simple shopping lists or 'pretend' letters to friends.

83. Teaching is satisfactory. The teaching of basic skills however, is good. A good understanding of letter sounds is developed through the use of a commercially produced scheme and many children can name and sound letters of the alphabet by the end of the reception year. Although the children are provided with an appropriate range of activities to develop their use of language through role-play, they are at times over directed by adults and as a result opportunities are missed for children to recreate imaginary situations for themselves.

Mathematical development

84. Children's mathematical abilities are varied when they start school and many have difficulties in using and understanding the vocabulary associated with practical mathematics. Consequently, many children are unlikely to reach the expected standards by the end of the reception year. However, in numeracy, many children have gained sufficient knowledge to count and add two numbers when solving problems that involve ten objects, by the end of the reception year. Most children can count beyond 20 when counting out loud. They have an idea of what numbers one to ten represent and by the end of the reception year most are

beginning to record their numbers unaided, although some numbers are reversed. This aspect of mathematics is well taught and although attainment overall is below expectations, the children achieve well in their number recognition. The higher attaining children can say what 'one more' is and relate subtraction to 'taking away' when playing a game. However, for many children their use and understanding of everyday words, such as 'longer than' and 'shorter than' when making comparisons of length, are below expectations for their age. There was little evidence in the analysis of work to show that they had experienced a wide range of practical activities in relation to shape and measure. The classroom is used appropriately to display numbers and counting rhymes but there was less evidence of children being given the opportunity to develop their mathematical ideas through play situations. Children are provided with an appropriate range of practical experiences, such as counting games, puzzles and threading beads.

85. Overall, teaching is satisfactory. While the direct teaching of mathematics is carefully done and of good quality, the amount of time which is devoted to accompanying practical activities for the youngest children to explore and find out for themselves is rather limited.

Knowledge and understanding of the world

86. Although most children in the reception class show curiosity in their surroundings, many need encouragement to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them. The teaching and learning are good and most children are on course to meet the expected standard by the end of the reception year. Taking themes such as, 'Travel' and 'Houses and Homes', the activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, the children have planted and observed the growth of seeds and plants. They learn that plants will only grow in certain areas of the school grounds and need water to grow. By the end of the reception year most children have developed a good understanding of the past and present as they study the lives of famous people such as Florence Nightingale, the Queen Mother and David Beckham. They are developing a wider knowledge of their local community when they walk to the local library and make simple maps to show the route. An appropriate range of construction toys and materials are provided for the children to explore and use their skills to make models. Their skills in design and technology develop well. For example, the youngest children had the opportunity to explore a variety of large cardboard boxes to build a house for the three bears. With support and encouragement they carefully put the different shaped boxes together to create the house and used glue to stick the ready cut tiles on the roof.

87. The children have an increasing understanding of modern technology and their work shows they have been provided with a range of opportunities to develop their information and communication technology skills in literacy and art. They learn to operate the computer confidently using the mouse to select and drag items on the screen to dress teddy. Careful consideration has been given to supporting children and deepening their knowledge of a suitable range of beliefs and religions through religious education lessons. Topics such as 'Africa' are used well to introduce children to a wide range of experiences that relate to cultures other than their own. For example, they have handled artefacts from Africa and made African masks. However, there are few role-play resources that reflect a variety of different cultures.

Physical development

88. Children are making good progress in developing physical control, mobility and awareness of space indoors and outdoors. Most children appear to be on course to attain the early learning goals in their physical skills by the end of the reception year. Although there is a designated outdoor play area for the children, the resources such as push and pull toys, wheeled toys and clambering equipment are insufficient. The children have regular opportunities to use the hall and field for physical education lessons. In the hall the children learn how to negotiate the space successfully and to experiment with different ways of moving. For example, in a gymnastics lesson, the youngest children learnt to stretch up high, sink to the floor and curl up tight. They are already developing the ability to balance on different parts of the body, although in some instances their attempts met with varying degrees of success. However, it was only the second time these young children had been in the hall for a physical education lesson. Good learning in this aspect is due the emphasis given to the direct teaching of skills in physical education lessons that maintains the children's interest. However, the opportunities for children to experience frequent physical activities outdoors is comparatively limited.

89. Within the classroom, children develop increasing hand control through gluing, engaging in model making with construction toys and practising their handwriting. Most children competently pick up small items of equipment when engaging in play activities and when rolling out play dough and using cutters to make shapes. They make marks with a variety of painting and writing and by the end of the reception year many children use a suitable range of small tools well.

Creative development

90. The children make satisfactory progress in developing their creative skills and most are on course to meet the early learning goals by the end of the reception year. Children experiment with texture, colours, shape and form. The work of the older children show they have mixed colours using pastels and paints, used fine brushes and Indian ink to paint African pictures, produced African style masks and experimented with tie and dye techniques. The work of the younger children shows they are developing good drawing and painting techniques to communicate ideas about themselves in a self-portrait. Role-play opportunities are carefully planned and the children enjoy acting out familiar stories, such as Goldilocks and the Three Bears. Although, adults join in role play activities and help children to develop their ideas the activities are at times inclined to be over directed and as a result the children do not have the opportunity to engage in their own imaginative play. When playing with the dolls house and small world toys however, the children respond enthusiastically and take great pleasure in re-enacting situations based on their own experiences. The younger children sing a variety of nursery rhymes and simple songs from memory and were heard to sing the words of 'Happy Birthday' to the tune of 'On top of old Smokey'. Work of the older children showed that after listening to a story called 'The Hunter', they discussed the noises they heard and as a class used a range of percussion instruments imaginatively to make sound effects to the story.

ENGLISH

91. In the 2001 national tests for seven-year-olds, pupils' attainment was below average and the pupils' results were well below average when compared with similar schools. Standards in Year 2 are currently below average. However, taking the average of the results from years 1999 to 2001, the trend in performance is improving especially in writing. In 2002 national tests, although there is no comparative data yet, the school appears to be continuing this improvement with results within each level strengthening. For example, there is improvement over last year in the lower attainment pupils' reading scores. The previous inspection judged Year 2 pupils' standards to be average. However direct comparisons

between year groups are not reliable. This is because since the last inspection a far greater number of pupils with special educational needs are now attending the school and the number of pupils leaving and joining, especially pupils whose parents serve in the armed services, has increased markedly. Despite the difficulty in making comparisons it is clear that standards are improving with recent signs of further improvement in overall standards

92. In the 2001 national tests for Year 6, pupils' attainment was below average and below average when compared to pupils in similar schools. Standards of work are currently below average. The overall trend is one of improvement and the pupils are achieving well from a low starting point. Over the last three years, the trend in performance has kept pace with the national average for both boys and girls. In the 2002 national tests, although there is no comparative data yet, the school appears to be continuing this improvement. It is very difficult to compare different cohorts in the school and to assess progress year on year. This is because many pupils leave and others join during the year so that it is not uncommon in the school for a cohort to leave the school with less than half of the original intake. Also most years have a very high proportion of pupils with language difficulties. Despite the difficulties in making comparisons the school tracks the performance of pupils rigorously and it is why the work to improve standards is gradually becoming successful in improving pupils' performance.

93. By the age of seven, pupils' standards in reading are similar to the national average and they are making good progress. Pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and identify the main characters and events in their reading books. Higher-attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. All pupils know the difference between 'fiction' and 'non-fiction' and lower-attaining pupils read with suitable expression. Teachers ensure that the pupils receive appropriate and regular support at school, both as individuals and in groups.

94. Junior pupils continue to make good progress with their reading and by the time that they are in Year 6 attain average standards. Most pupils read a range of texts fluently and accurately and with good understanding. Pupils in Year 6 are developing strong preferences for both author and genre and are able to discuss the merits of their choices. Much of the fiction they read is demanding and high quality. They can tell you about characters in the books and how they think the story will develop. These pupils have a genuine interest in what they are reading. The school makes very good use of the library service and project packs to support English teaching. Pupils can find information in reference books, using an index of contents. Pupils of all ability levels are beginning to develop satisfactory independent research skills.

95. Pupils with special educational needs make good progress. This is because the school promotes an inclusive policy that recognises the distinct needs of individual pupils and has very carefully and systematically worked out what needs to be done to support these pupils' learning. Pupils with special educational needs in English have good individual education plans that are very specific in identifying both the curriculum targets and the strategies, which can be used to help the pupils meet them. All pupils benefit from these individual targets that are reviewed regularly. These are shared with pupils so that they know what they must do to improve. Good records are kept of the pupils' progress that ensures that work is planned in the light of these records.

96. In writing, standards are below average by the end of Year 2. Pupils however are making steady progress throughout Years 1 and 2. By the age of seven, most pupils are beginning to spell simple words accurately and are beginning to attempt to spell more complex words phonetically. More effective teaching in phonics at the end of Year 2 is

beginning to improve pupils' spelling. The consistency with which phonics is taught in the school is making a good contribution to standards in writing. Most Year 2 pupils can write simple stories but their use of basic punctuation is very weak. Higher-attaining pupils use question marks and full stops accurately. However, most average and lower attaining pupils do not use punctuation accurately. Descriptive words are used when pupils write their own stories. Although it is very early in the year most pupils have yet to develop a good idea of structure, with stories having a beginning middle and end. There is some evidence of pupils having opportunities to practise their writing in other subjects. For example Year 1 pupils write postcards in a geography lesson. Most of the pupils have targets but they have not yet learned to use them on an everyday basis to improve their writing. Through well-planned work in the literacy hour they now write for a variety of purposes. Handwriting is usually well formed and legible. Presentation is satisfactory.

97. By the end of Year 6 attainment in writing is below average. Standards in writing are improving slowly and pupils make steady progress. They are beginning to understand how to plan a story and make a good beginning that engages the reader's attention and then builds up interest. Higher attaining pupils are beginning to understand and use different types of writing. For example, when writing letters to influence local councillors about the provision of a zebra crossing they understand how to write and argue their case, using persuasive language. However, work sampling indicates that there are limited opportunities for pupils to write in other forms such as poetry and non-fiction. Higher attaining pupils use paragraphs, correct punctuation, and sound grammatical structures and good quality vocabulary to enrich their writing. Few pupils use complex sentences and, whilst their choice of vocabulary is improving, it is not rich enough to reach the higher standards. They do not yet have sufficient planned opportunities to use these skills in other subjects. For example, there were very few examples of pupils using these skills systematically in explanations and conclusions in science. Handwriting standards and spelling are generally satisfactory. There was limited evidence of pupils using their information and communication technology skills in English lessons.

98. Standards in speaking and listening are average at the end of Years 2 and 6. The school places considerable emphases on developing speaking and listening skills, and as a result, most pupils make sound progress. This focus is making a good contribution to improving standards in writing. Few pupils are confident and articulate speakers. Many pupils do not yet speak with confidence, giving reasons for what they are saying. For example in a Year 2 literacy lesson pupils needed constant prompting and encouragement to explain why they had placed their sentences in a certain order. Some teachers encourage extended responses rather than single word replies.

99. The quality of teaching is good. This is similar to the situation that existed at the time of the last inspection. In the best lessons, teachers share the learning objectives making sure that pupils are clear about what they are expected to learn; this helps them to concentrate. Pupils know it is their job to listen, learn and ask if they don't understand. Expectations are high and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. The methods the teachers use mean that the pupils are intellectually active for the whole session. There is not any discussion off the subject and the teacher is careful to maintain the involvement and commitment of the pupils throughout the time available. Lessons are well planned to meet the needs of pupils of all abilities. Teachers evaluate the progress that the pupils have made on a daily basis and note their evaluation on their weekly planning sheet. This enables them to adapt the next lesson to take account of their assessment of the pupils' progress the previous day. This is very effective and makes a good contribution to the progress the pupils are making and the depth of their understanding.

100. An improvement in the way in which time is used is needed in Year 5 and 6 literacy lessons. Often the pace of these lessons is not sufficiently purposeful. Interactions between the teacher and pupils is not clearly focused or related to the lesson. As a result pupils' concentration wanes and they do not make the necessary intellectual effort to learn and understand. In these less effective lessons the teacher does not make sufficiently strong links with the lessons' objectives, so although the pupils complete a task or a piece of writing, they do not see why they are doing it or how it is connected to the rest of the week's work. In these lessons the pupils, because they behave so well, appear to be listening intently; closer questioning reveals they have not understood what is taking place, or what they need to do next.

101. Teachers are very good at working on the priorities that have been identified by the school as areas requiring focussed attention. For example work on improving writing is being linked to improving the way in which pupils speak. Some teachers, through careful questioning are encouraging pupils to give much more than give a simple response to a question and instead, give reasons or opinions. As a result of this, and with the help of other strategies used by teachers, pupils' standards are rising. Although this improvement still has to show in higher levels, in terms of national test results the quality, depth and range of pupils' writing is improving. Homework is used efficiently by staff to support class work.

102. Although the present co-ordinator was not available during the inspection, it is clear that leadership in the subject is very good. Evidence from other school documentation, discussion with staff and the head teacher, shows that this is the case. Rigorous analysis of pupil performance data, training for teachers planned as a result and consistent monitoring of the implementation of policy account for the improving standards seen. Strategic planning is based on very reliable data. A good example of this is the intelligent and thoughtful way in which all staff are helping pupils improve their speaking and listening skills. The head teacher and co-ordinator work together very well. Through work sampling and lesson observation, they know where teaching can become more effective and what will be the most efficient strategies to make the necessary improvements.

MATHEMATICS

103. Standards are satisfactory by the age of seven and eleven. The school has made good progress since the last inspection in raising standards, and also in improving the quality of teaching and the curriculum. This is mainly attributable to its successful introduction and development of the National Numeracy Strategy.

104. The 2001 test scores for seven-year-old pupils show that attainment was well below the national average. However, the 2002 national test results saw a dramatic improvement in results, with almost half of the pupils achieving above the national average. Recent test results for eleven-year old pupils show that standards have fluctuated since the last inspection but were close to the national average in 2001. Inspection findings indicate that Year 2 and Year 6 pupils' attainment is in line with national averages and improving. Teachers provide challenging work for both less-able and more-able pupils. Generally, boys have achieved more highly than girls have for the last three years, but virtually all pupils achieve well, given that many have below average standards when they start their education. Standards have been below average because of a combination of factors including an increasingly high percentage of pupils with special educational needs; and a higher-than-average number of pupils who join or leave the school because of moves related to their parents' employment. As a result, a significant number of pupils have not studied at the school for the full term.

105. By the age of seven, pupils have a sound knowledge of the basics of addition and subtraction. In Year 1, pupils achieve good standards in mental mathematics because they receive good teaching. They quickly add and subtract numbers to 20. Many are able to count confidently from zero to 100. In Year 2, most pupils are beginning to understand the place value of each digit in tens and unit numbers and recognise number sequences and patterns. They have a sound knowledge of shape, space and measure. Higher attaining pupils know the mathematical names of three and two-dimensional shapes such as circles and squares. When using or applying mathematical strategies, they explain their reasoning to each other and use this knowledge well to solve money problems. Their teachers help them to develop skill in estimating and predicting.

106. By the age of eleven, most pupils have a sound knowledge of number. They have reasonably quick mental recall of multiplication and division facts and can handle some larger numbers above 1,000. They are developing an understanding of fractions and decimals. Pupils have worked on simple equations and can test their theory about the effect brackets have upon arithmetic calculations. With support they are developing strategies to solve mathematical problems. The setting of work involving real-life problem solving is a fairly regular feature of lessons. Throughout the juniors, pupils are improving their knowledge of data handling and some have constructed a range of different graphs and charts but teachers recognise the need to give pupils more practice in this aspect of mathematics. Pupils with special educational needs make good progress as they are well supported in classes, as well as in the Sunshine Room (the Specialist Centre). They have plenty of practical experience enabling them to attain levels appropriate to their abilities. Teachers plan work carefully to meet the needs of pupils with different abilities. The school has identified more-able pupils and teachers provide them with suitably challenging work.

107. The quality of teaching and learning is good. No teaching was unsatisfactory. Teachers have good relationships with their pupils. They are friendly, encouraging and manage pupils well, so lessons are productive and enjoyable. Teachers and pupils have a good understanding of the numeracy lesson structure. They plan thoroughly and make sure that pupils understand the learning objectives of each lesson. Teachers usually ensure that pupils have opportunities to improve their standards of numeracy in a good range of other subjects. They also use mathematical vocabulary well to improve pupils' knowledge. Year 5 and 6 classes are taught numeracy by the mathematics co-ordinator and this strategy is proving to be effective.

108. Good teaching and learning are characterised by teachers who use their good knowledge and understanding of mathematics to set interesting, challenging activities. Increasingly, they encourage pupils to solve problems in their own way and they use questions skilfully. By sharing methods pupils learn from each other and develop confidence to tackle new work successfully. Teachers build on from previous learning effectively and maintain a brisk pace moving from one activity to the next in a well-organised way. They encourage pupils to complete homework to develop their skills and promote independent learning. Marking sometimes includes helpful comments to help pupils improve further and every pupil has individual targets to aim for in improving their understanding.

109. The mathematics curriculum is broad and well balanced and the National Numeracy Strategy has been implemented very effectively. Teachers have been well prepared to teach numeracy through additional training and guidance. Pupils' ability to use information and communication technology (ICT) to support mathematics is underdeveloped in some classes due to a previous lack of ICT resources. Assessment procedures at the end of each year are very good. The school analyses how well pupils have done in national tests in a detailed and

helpful way. Analysis is used to identify areas of the mathematics curriculum, such as data handling and problem solving, where standards need to be improved.

110. The co-ordinator for mathematics provides very good leadership. Pupils' standards and teachers' planning and teaching are closely monitored and evaluated. New initiatives are embraced with enthusiasm. Ensuing guidance for colleagues is shrewd and accurate. Resources for mathematics are good in quality and quantity.

SCIENCE

111. Pupils attain satisfactory standards in science by the age of seven and also by the age of eleven. The achievements of virtually all pupils are good. Pupils who have special educational needs achieve well because their curriculum is carefully tailored for their needs and they are taught well. Pupils who are more able achieve well because teachers have increased the amount of challenging work they are given.

112. Inspection findings show that standards for pupils at seven and eleven are satisfactory. Boys have regularly achieved more highly than girls. Most pupils achieve well, given their below average standards when they start their education. The school is well placed to improve standards further, given the improvements in teaching, the curriculum and the quality of resources.

113. By the age of seven, pupils can identify parts of the human body. They can also name a range of foods, including fruit, vegetables and dairy products. Many pupils are developing a scientific vocabulary to plan and explain their work or to predict outcomes. Pupils use their sense of touch to identify the similarities and differences in the properties of various materials. They can describe the textures of these materials or objects on a computer. This involves choosing the most appropriate vocabulary from a word bank, such as soft, smooth, bumpy or hard. Because pupils write out the objectives of lessons in their books before completing their work, this reinforces the aims of their learning clearly.

114. By the age of eleven, pupils carry out a range of experiments, selecting equipment, making observations and recording their findings accurately. Pupils successfully explain their work, showing a good understanding and using the correct scientific language. Higher attaining pupils use scientific words such as magnetism, elasticity, brittleness and materials accurately. Pupils can explain that permeable means that water can pass through a given material. They provide knowledgeable answers to the questions their teachers pose, saying, for example: "You get insulation in the attics of modern homes because as heat rises, the insulation traps it inside". Pupils explain that porous means that a solid object such as a rock allows gases or liquid to pass through it. In their studies about electricity, pupils can state that if there is a break in a circuit the electricity will not flow to light the light bulb. A more-able pupil in Year 4 described accurately how wires are covered in plastic because plastic does not conduct electricity and "that is why we do not get an electric shock from a cable". In a Year 3 lesson which involved the examination of soil pupils could see the physical difference between soils with a high proportion of chalk, sand, peat or clay because their teacher displayed examples of soil types on a whiteboard using a digital microscope. This work had a spiritual dimension in enabling pupils to reflect upon the wonder of the World. Too few pupils understand the concept of fair testing, but their teachers are aware of this and plan to address it soon.

115. Pupils have access to books of good quality and other research sources such as CD-ROMs and the Internet, and are beginning to make good use of these. They can explain the differences between solids, liquids and gases. Pupils record their observations,

measurements and findings in tabular form. Their understanding of science is improved by organised residential visits once a year.

116. The quality of teaching and learning are good. Lessons are planned well, with teachers making good use of practical activities. Teachers are careful to emphasise the correct scientific terminology and this helps pupils to a greater understanding. Teachers have good subject knowledge and provide clear instructions and helpful, lively demonstrations of concepts. They provide much well-directed help and support. No unsatisfactory teaching was observed. Pupils show considerable interest in science, having consistently good attitudes and this helps them learn more quickly. Teachers are enthusiastic and pupils respond to their eagerness. As a result, they work hard, concentrate well and are keen to find answers to the problems set. Pupils' behaviour is consistently good. They work well with other pupils in carrying out activities. They are aware of safety procedures and they present their work neatly and carefully.

117. The science curriculum is broad and balanced. It is based entirely on the very good scheme produced by the local education authority, which was developed from the model produced by the Qualifications and Curriculum Authority. The science adviser has worked closely with the school to focus more closely upon the skills used in scientific enquiry.

118. Pupils' written work in science helps them raise their standards of literacy and handwriting, but their spellings, particularly those of the less able, are incorrect. Counting and measuring activities, in various aspects of the subject, help improve standards of numeracy. Teachers have not used ICT enough in the past to improve pupils' scientific experiences, mainly due to a lack of sufficient computers. However, as this situation has been addressed very recently, ICT features increasingly in lessons. Teachers are using good resources such as the digital microscope, and the laptop computers linked to data projectors to enhance the presentation of lessons. Teachers usually mark pupils' work regularly, sometimes adding useful comments of support and advice to help them improve. Good arrangements are made for assessing the pupils' work, with good records kept of pupils' attainments; however, the predictions for last year's national tests were substantially adrift, in that pupils did much better than their teachers expected. Teachers now analyse pupils' achievements more thoroughly on a weekly basis.

119. The quality of leadership in science is very good, being informed, innovative and enthusiastic. The co-ordinator monitors and evaluates work throughout the school and has organised an excellent bank of resources very well. Teachers have been given thorough guidance on how to promote the skills needed for scientific enquiry via in-service education and training. As a result, the school has effective strategies in place to raise standards further in science

ART AND DESIGN

120. By the end of Year 2 and Year 6, pupils achieve the expected standards for their age. This is similar to the findings of the last inspection. Pupils, including those with special educational needs, make sound progress in developing their skills and understanding of art and design. There has been good progress made in learning about the styles and techniques of well-known artists. For instance, pupils in the Year 1/2 class enjoyed looking at the work of Van Gogh and Lowry when drawing their own portraits. Pupils see how famous artists depict lips before attempting their own sketches using Cray pas and pencil crayons. A particularly good feature of this lesson was the impressive way in which pupils with special educational needs were fully involved in the lesson. For instance, a pupil from the Specialist Centre, who returned to the lesson half way through, created his portrait by using an identi-kit program on the computer.

121. During the inspection Year 5/6 pupils collaborated well in small groups to design and produce paper hats. The teacher showed the pupils a straw hat and set them the challenge of producing a similar one out of paper. Time limits were set and pupils worked hard to make patterns for their hats. Pupils from the Specialist Centre were totally involved in this activity and one pupil said he wished to use a 'spiral technique'.

122. In the two lessons seen the quality of teaching was good. Observational drawing skills are about average and there are displays of work in all year groups. Year 3 pupils have produced some impressive pictures in the style of Paul Klee. They have used watercolours and wax crayons to good effect to depict line and tone. Year 3 pupils have also made interesting 'Coats of Arms' having first researched heraldry on the Internet.

123. Higher attaining pupils are particularly skilled at using shading well to depict the play of light on different surfaces. For instance Year 5/6 pupils have produced some intricate observational drawings of a range of containers. Junior pupils use sketchbooks to practise and develop their ideas. There is scope for pupils to produce more three dimensional artwork and to use a greater range of art media in their work.

124. The co-ordinator is enthusiastic and working hard to improve artwork even further in the school. She provides satisfactory leadership. The policy and scheme of work have been updated in line with the new curriculum. The co-ordinator monitors pupils' work in their sketchbooks and displays. She has clear plans for future developments and correctly identifies the need to use sketchbooks more frequently and to develop 3D art as areas for improvement. There is scope for information and communication technology to be used more in art lessons.

DESIGN AND TECHNOLOGY

125. Pupils attain average standards by the age of seven and eleven. Currently pupils are achieving well in relation to their prior attainments. The school has made good progress since the last inspection when standards were below national expectations by the age of eleven. Most pupils, including all those with special educational needs, develop their skills in making things well. The most able pupils are also given challenging work and they achieve well.

126. By the age of seven, the majority of pupils can make structures using tools and can combine components in a few ways. Pupils have designed and made puppets using a computer for the design of templates and then cut out shapes from felt to fit. They have also prepared and made *Technicolor dream coats* for Joseph, using a computer program for the template, and then cutting and stitching the felt outlines to sugar paper. Pupils have shaped pots from clay and painted them in vibrant colours. Other pupils have experimented with connectable plastic parts to make shopping trolleys. This work involved measuring and drawing in the manufacture, and evaluation of the finished product. Pupils have participated in competitions to design a flying vehicle, such as a helicopter with a solar-powered rotor blade, or a robot with eyeshades to protect it from solar rays. Other projects have included the manufacture of a stable structure to hold a bowl of water.

127. By the age of 11, pupils have designed and made pop-up cards and party hats for seasonal celebrations. They have also designed and made sandwiches after a great deal of thought and preparation. Pupils have designed monsters and used needlework on various textiles. In some classes, they have designed and made money containers. Year 5 and 6 pupils have designed and made a variety of slippers, and have also been involved in the

design and manufacture of various shelters. In Year 4, pupils are starting to explore the design and making of cam wheels and followers in their construction of working models of toys. Most pupils are enthusiastic about their work and co-operate well with their friends. On residential visits, pupils have worked on D & T problems such as the design of structures to transport a cuddly toy across a river without getting it wet. This work also enabled pupils the opportunity to devise ways in which they could transport up to ten pupils over a stream without anyone getting wet. There are not many examples of pupils using information and communication technology in their design and technology work.

128. The quality of teaching is good. Teachers' planning is good. Teachers manage pupils well, but there are not enough opportunities for pupils to appraise their work or to make independent choices in their learning. Teachers are careful to ensure that pupils have equality of opportunity by providing tools such as pairs of left-handed scissors and other specialist equipment where appropriate. Pupils respond well and show good levels of concentration and work hard. Pupils enjoy making things and have positive attitudes, expressing enthusiasm for design and technology. Leadership in design and technology is satisfactory.

GEOGRAPHY

129. Attainment in geography at the ages of seven and eleven is satisfactory. The pupils are making satisfactory progress both in gaining knowledge in the subject as well as improving their geographical skills. Whilst only a few lessons were seen, additional evidence was gathered through the scrutiny of pupils' work and through discussion with pupils. The previous inspection found that pupils' attainment was in line with national expectations overall and the current findings also reflect this.

130. Year 1 and Year 2 pupils look closely at the environment around them as well as looking at the wider world. They are developing a good awareness of maps and understand that there is a wider world beyond their immediate surroundings. Pupils are beginning to identify different places in the world as a result of following the travels of 'Barnaby Bear' as well as through their own travel experiences. They describe the places they have visited in very simple terms, for example by saying 'there were mountains' or, 'it was by a big river'. Pupils explain where their houses are and some pupils can describe different places in the town such as the library or a particular shop. They are developing an understanding of different countries and can identify some European countries. They used a CD-ROM to find out more about their chosen country and what the flag is like. This is an effective use of information and communication technology to support learning in this subject.

131. Although no lessons were observed in the junior classes, a scrutiny of pupils' work and discussions with pupils revealed that Year 6 pupils have a sound understanding of the subject and are developing good geographical skills especially in mapwork. They look closely at other countries and compare them with their own surroundings. In undertaking these studies of other countries, including India, Sri-Lanka and Latin America, pupils often meet people who have lived there and can ask them about what it is like to live there and taste the food that they eat. This work also makes a very good contribution to the pupils' cultural development by providing authentic experiences from cultures other than their own. They make good use of information and communication technology in these projects using the Internet to research the countries they are studying.

132. The quality of teaching in geography is good. Lessons are well thought out and well planned, with all resources needed readily to hand. Teachers give good support to pupils and use of question and answer sessions well to recall and reinforce pupils' knowledge. They also use group sessions where they write pupils' responses on a flip chart to model writing

very effectively. This makes a good contribution to the pupils' skills in writing. Pupils are very interested in their work. For example, the use of a teddy bear called 'Barnaby Bear' has captured the pupils' imagination and brought the topic alive for them. The teachers are skilled at explaining simply so that the pupils understand quickly. They judge the concentration span of the pupils well and as a result whilst they are speaking the pupils listen very well and learn more. This also helps pupils with special educational needs to understand the work being taught. Teachers refer to the learning objectives and state these clearly to pupils so that they succeed in meeting them.

133. Leadership in the subject is good. A good scheme of work has been established and sound assessment arrangements are in place. There is consistent monitoring of teachers' planning, and an annual opportunity for the co-ordinator to visit classrooms to watch teachers at work. The co-ordinator has clear plans of how to develop the curriculum.

HISTORY

134. Attainment in history at the age of seven is average and at the age of eleven it is better than that and above expectations for their age. All pupils achieve well. This is an improvement from that reported in the last inspection. Only two lessons were seen in the juniors, other evidence includes an analysis of pupils' work and discussions with pupils, their teachers and the subject co-ordinator. Pupils, including those with special educational needs, make good progress and they achieve well due to the appropriate curriculum coverage, visits to places of historical interest and good teaching. Pupils' historical skills are improving rapidly and they are gaining a good understanding of historical interpretation and enquiry.

135. Pupils develop their sense of chronology satisfactorily. For example, they have looked at toys that they, their parents and grandparents have used and compared them in simple terms. They are beginning to understand the importance of and reliability of evidence when studying an event and are beginning to understand the difference between second hand and eyewitness accounts. They also acquire an understanding of how famous people from the past have changed things for the better by studying people such as Florence Nightingale. Good practical experiences, handling both new and old artefacts, help to bring 'alive' the stories they are told by their parents and grandparents. Year 2 pupils enjoyed comparing the toys used by their parents when they were young with those of today.

136. Year 6 pupils have a good understanding and knowledge of the periods they have studied such as the Egyptians, Ancient Greeks, Aztecs, Tudors, and Victorians. They have a real enthusiasm for this subject. Their historical skills are refined by the time they reach year 6 and they have a good understanding of the reliability that can be ascribed to different types of evidence. For example, the oldest pupils understood very well the scepticism that they need to bring to a written report of a Victorian mill owner describing how well he treated his workers when seen in the light of a factory inspector's interview with child workers there. They investigate enthusiastically the contrasting lifestyles of children in Victorian Britain. They use the Internet, accessing appropriate sites to deepen their knowledge of this aspect of their work. For instance higher attaining pupils in Year 6 can research confidently the main features of Victorian life.

137. In the lessons observed the quality of teaching is very good. This accounts for the main part in the improved standards. Lessons are planned well to meet the needs of the pupils and hold their interest, ensuring that they are attentive and are kept on task. Effective pace is maintained through a range of activities and this, together with the pupils' good attitudes, results in good progress. For example, in a Year 6 lesson good use was made of primary source material in the form of accounts of factory inspections in Victorian times. A

good role play brought this alive for the pupils. This activity makes a very good contribution to the pupils speaking and listening skills. In the same lesson the teacher's skilful questioning encouraged the pupils to think critically about the importance of the quality of the evidence presented and its reliability. Once assigned to a task most pupils apply themselves diligently. Regular recapitulation of previous work, including relevant vocabulary, reinforces pupils' factual learning so that their recall is consolidated.

138. The leadership in history to date has been good and is one of the reasons why the provision and standards has improved. The subject does not currently have a full time co-ordinator. The headteacher has a good overview of the subject. Structured guidance is offered on a rolling programme by way of topic resources to ensure step-by-step development of skills. The policy is up to date and the assessment system ensures that progress of pupils' knowledge, understanding and skills is being tracked appropriately.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

139. Standards are average by the age of seven and below average by the age of eleven. The raising of standards has been hindered because until recently, pupils have not had sufficient computers in their classrooms. However, after its successful inclusion in a nationwide ICT project with Sheffield Hallam University, the school has now improved the quantity and quality of ICT resources so that they are in line with the national average of eleven pupils to each computer. Pupils with special educational needs make satisfactory achievements in ICT, as do most other pupils.

140. By the age of seven, pupils have produced graphs from a survey of playground preferences in bar chart and pie chart format. Some artwork shows that pupils have mastered the use of the draw and fill tools. Pupils are able to open and save their work in a word-processing program. In Year 1, pupils are unfamiliar with keys on the keyboard but can click on screen-icons, using the mouse competently enough. Year 2 pupils can write text and draw pictures and they can print out their work or save it to work on in another lesson.

141. Year 6 pupils can add graphics to their written work to create a greetings card. Pupils can select a style, size and colour of print and add 'clip art' pictures to enhance the appearance of their work. The pupils have had some opportunity to use data handling programs. Year 3 pupils have produced research on the mummification process in Ancient Egypt. In the Specialist Language Centre, pupils have increased their understanding of language, for instance on their awareness of the 'sh' phoneme, using specialist software. In Year 4, in particular, pupils, last year, had experience of creating simple databases, graphic charts from spreadsheets, and some basic LOGO programs. They also used the Internet to research into conditions in the Victorian era. Some pupils have photographed their work on archaeology using a digital camera. In Year 5, pupils use Internet websites to conduct research on civilisations such as the Aztecs. They have learned how to copy and paste text and graphics images from different websites. Many pupils are familiar with the skills of cutting and pasting. In Year 6, ICT work tends to be poor in quality and quantity and standards are below average. In one history lesson, though, a teacher used ICT well to demonstrate factory conditions in Victorian times. There has been too little use of electronic mail or control technology, but pupils have been involved in e-mailing famous authors for their views.

142. The quality of teaching is generally good. Lessons are well planned and the skills or knowledge the teacher expects the pupils to acquire are clearly identified. Teachers use assessment results effectively to plan or amend lessons. Pupils are well managed and they behave well. Teachers provide clear instructions and sensitive support, allowing pupils to work independently, as necessary. Pupils' attitudes to ICT are very good. They are interested

in work on the computer and are aware that computers are important in life outside school. More able pupils are willing to help others, and their helpful attitudes enable pupils to gain skills more quickly and contribute to rising standards. The subject co-ordinator is a New Opportunities Fund (NOF) platinum trainer and has provided her colleagues with comprehensive training to develop their confidence and subject knowledge.

143. Planning is good. The scheme of work is helpful and suitably detailed; it provides examples of how ICT can be used to enhance learning in other subjects but links with ICT are not explicit enough in other schemes of work. The timetable is sensibly organised, so that each class receives regular teaching in ICT. The school has surveyed all classes to establish how many pupils have access to the Internet at home and plans to incorporate this resource into school planning for homework. The quality of ongoing assessment is good in that teachers use the record-breakers assessment sheet consistently throughout the school. This method ensures that pupils' attainments are evaluated against the objective criteria of the National Curriculum attainment targets and levels of attainment. However, although teachers have kept weekly lists of when pupils use computers in the past, they do not do so now. This means that they do not have a quick overview of how successful or regular learning and teaching has been.

144. Leadership and management are good. The school has developed a clear vision of the way forward and is setting about raising standards as a matter of urgency. This is evident from the School Improvement Plan, the training the teachers have received and the general improvement of resources. Although much remains to be done, for example, in monitoring and evaluating the quality of ICT teaching and use of ICT in all the other subjects, the school has made good progress since the last inspection.

MUSIC

145. The attainment of pupils in Year 2 is satisfactory. Teaching was not observed in Year 6 and therefore no judgement is made about standards in this year group. The previous inspection reported that attainment was, 'in line with national expectations at the end of both key stages'. Attainment in lessons seen in Years 3 and 4 was similar to that found in most other schools. Pupils' overall achievement is good. Throughout the school, pupils with special educational needs do well because they are fully included in and well supported in music lessons.

146. In Years 1 and 2, the quality of teaching and learning is good. Lessons are well presented and characterised by a sense of fun. In a Year 1 lesson, the high expectations of the teacher and good control enabled the pupils to use percussion instruments with a developing awareness of other performers, by starting and finishing together. The teacher placed good emphasis upon musical terms as the pupils were given wooden sticks to play a steady beat to the tune of 'The wheels on the bus'. The pupils copied rhythm patterns set by the teacher and with practise developed increasing confidence, so that by the end of the lesson most pupils demonstrated a reasonable sense of beat with the sticks when they played together. In Year 2, pupils learn to experiment with their voices and body parts to create and combine sounds to make a simple musical structure. In a successful lesson with the Year 1/2 pupils, the teacher skilfully got pupils to add the sounds they had created to the story 'We're all going on a Bear Hunt'. Strengths in teaching are evident where teachers manage pupils well, provide stimulating content and teach with enthusiasm. This results in pupils adopting positive attitudes acquiring clear knowledge and exploring a variety of musical experiences. This was seen in the Year 2/3 class when pupils learnt to combine two layers of sound with an increasing awareness of the combined effect as they composed and sang their own version of 'The wheels on the bus'. By the end of Year 2, many pupils are able to recognise how symbols can be used to represent sounds, such as a $\wedge\wedge$ symbol being used

to represent sounds that get higher and then lower. In assemblies they sing familiar hymns tunefully with an appropriate sense of pitch and dynamics.

147. In Year 3, the quality of teaching and learning continue to be good. All pupils in this year group benefit from being taught to play the recorder by the peripatetic music teacher. The lessons are pitched at a brisk pace and the involvement of pupils is very high. The teacher's very good subject knowledge creates high expectations and all pupils are expected to concentrate hard and participate. This works well and pupils make a considerable effort to maintain a steady rhythm when playing the recorder. In the lesson observed, which was very early in the term, the pupils thoroughly enjoyed learning and extended their understanding of fingering notes correctly on the recorder. At the upper end of the school, teachers use recorded programmes to support the teaching of music. This in general is satisfactory as it provides support to those teachers who are less confident in teaching music. However, in the one Year 4 / 5 lesson observed the pupils became rather self-conscious about singing along with the pre-recorded material, which led to a slow pace. The teacher worked hard to gain their attention and as a result by the end of the lesson, most pupils managed to sing an ascending and descending scale with reasonable accuracy. Singing in assemblies is tuneful but at this early time in the school year rather lacking in confidence. Work from the previous year show pupils know that rhythms can be described through rhythmic symbols and use a range of notations to record their work. In assemblies and many other lessons, music is used effectively by teachers to create an atmosphere for learning.

148. The school has a broad and balanced scheme of work that ensures all pupils have full access to the music curriculum. Pupils take part in productions at different times of the year such as at Christmas and at the end of the summer term. The school employs peripatetic teachers of music for the clarinet, flute and brass instruments. A recorder, guitar and singing club is offered to pupils from Year 2 upwards. These activities all make a good contribution to the music curriculum. Spiritual and cultural education is enhanced through music heard by the pupils in assemblies and visitors invited into school such as, the Bournemouth Symphony Orchestra, Indian instrumentalists and the drummer from Status Quo. Some use is made of information and communication technology in the teaching of music, but this is at an early stage of development. Assessment procedures are good and allow for pupils' progress to be monitored. The co-ordinator provides satisfactory leadership. Priorities for development are known but as yet teaching is not monitored. Resources are adequate and the school does benefit from a range of musical instruments that pupils may hire for peripatetic music lessons. A new music system has been purchased, but it has meant that music to listen to is rather limited at present, as new CDs have to be purchased to replace tapes. Information and communication technology is not used sufficiently in music lessons.

PHYSICAL EDUCATION

149. Standards in physical education are satisfactory at the end of Year 2 and Year 6. This represents a decline since the previous inspection. This dip is due to the fact that many of the teachers are new to the school and all staff are still getting used to their classes as the inspection took place right at the beginning of the autumn term. There is no difference in standards between boys and girls.

150. Year 1 pupils work enthusiastically in a gymnastic lesson. They make very good progress in using their hands and feet to travel around the hall. The teacher, who is also the co-ordinator, is very enthusiastic and fit and has excellent subject knowledge. She inspires and motivates the pupils by demonstrating specific body movements herself! In an outdoor athletics lesson, Year 2/3 pupils are provided with interesting and exciting warm up exercises, which they really enjoy in the warm sunshine! They demonstrate average co-ordination and control skills. Good use is made of pupil demonstrators to improve pupils'

performance when throwing beanbags. The teacher skilfully and sensitively encourages pupils from the Specialist Centre to participate fully in this lesson. However, many pupils' concentration started to wander when they are left to practise throwing beanbags for too long.

151. Physical education teaching and learning is satisfactory overall in the junior classes. Pupils make satisfactory progress. Year 3 pupils made good progress in a dance lesson. The teacher challenged the pupils to improve their performance by firstly considering what were the best strategies to achieve this and then by critically examining their own and other's sequences to identify adjustments. This resulted in pupils improving their dance sequences. By skilfully using demonstrators and structuring the lesson so that pupils faced increased challenges, the teacher ensured that all pupils made good progress. The school has improved assessment since the last inspection.

152. During a Year 4/5 games lesson, pupils displayed satisfactory hand-eye co-ordination when learning how to pass and receive on the move. The teacher and the class assistants provided good support to pupils with special educational needs. They repeated or clarified instructions, which enabled pupils with language difficulties to participate fully in the lesson. The teacher's management of the pupils was effective and resulted in good behaviour. The pace of the lesson slackened in the middle when pupils were expected to practise chest passes for too long. In a Year 6 games lesson, pupils catch and throw with reasonable accuracy and work well in groups. Progress during the lesson was satisfactory. At times the pace of the lesson was slower than it needed to be and pupils became restless.

153. Pupils understand that physical exercise is an important part of a healthy lifestyle. A Year 2 pupil said 'Exercise warms your body up and then your heart beats faster'. Junior pupils learn to swim in a nearby pool and standards are average. By the time they leave school all pupils can swim at least 25 metres and many exceed this. The enthusiastic, fit and knowledgeable co-ordinator leads the subject well. She has established very useful links with sporting organisations, which has resulted in increased funds to buy new equipment. There are many after school physical education clubs, which make an important contribution to pupils' personal and social development. The school has very good links with a local secondary school. Staff and pupils from a local secondary school coach activities such as Tag Rugby and cricket.