

INSPECTION REPORT

ALOERIC PRIMARY SCHOOL

Melksham

LEA area: Wiltshire

Unique reference number: 126474

Headteacher: Mr I Janman

Reporting inspector: Mr J Palk
23630

Dates of inspection: 2nd – 5th June 2003

Inspection number: 248782

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	mixed
School address:	St Michael's Rd Melksham Wiltshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Spurrier
Date of previous inspection:	26 th March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	Science Geography	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements.</i> How well are pupils taught? What should the school do to improve further?
8992	Mr J Vischer	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
24342	Mrs D Frankiln	Team inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
23412	Mr A Jeffs	Team inspector	Special educational needs, including the specialist learning centre. Information and communication technology. Music.	
28014	Mr P Buckley	Team inspector	Mathematics Design and technology Religious education	
12112	Mrs G Carter	Team inspector	History English as an additional language Educational inclusion, including race equality	
25019	Mrs D Butterworth	Team inspector	Foundation stage Art and design	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aloeric is a large primary school with 413 pupils on roll aged between four and eleven. There are more boys than girls; this imbalance is largely confined to the reception year, Year 1 and Year 5. Pupils come from a range of backgrounds, with 36 per cent of the school population coming from outside the immediate area. The movement of pupils in and out of the school is similar to most schools.

There are 14 classes, each with one age group. The average class size is 29. There is a specialist learning centre that caters for 12 pupils with statements for their needs. The base is funded by the local authority and provides for pupils from a wider area than the school serves. These pupils are mainly taught in the centre but join with the main school for lunches, worship and some music and art lessons. Their main difficulties are emotional and behavioural, speech and communication and moderate learning difficulties. Three pupils in the main school have statements for moderate learning difficulties. There are about 26 per cent of pupils with special educational needs in the main school. This is average. Many of these pupils have mild learning difficulties.

Most pupils are from white ethnic backgrounds with a few pupils from Asian or mixed heritage backgrounds. A few pupils speak English as an additional language and the school provides extra support for these children if it is needed.

The proportion of pupils that is eligible for free school meals is about average. There are currently 51 children in the reception year. On entry their skills are wide-ranging but in line with those normally found.

Since the last inspection there has been significant staff changes, with half the staff recently appointed. One teacher is on a temporary contract. The head teacher took up post in April 2002.

HOW GOOD THE SCHOOL IS

This school is improving rapidly and provides a sound education for pupils. Standards are meeting expectations by the age of eleven and the majority of pupils are making good progress. The overall quality of the teaching is good with some that is very good. The attitudes and behaviour of pupils are good and they respond enthusiastically to lessons. The headteacher, along with senior managers, provides a very clear sense of purpose and direction. The school provides good value for money.

What the school does well

- Pupils achieve well in reading and mathematics by the age of seven and in reading and physical education (PE) by eleven.
- Teaching is good; literacy and numeracy are taught well.
- There is good provision for pupils' personal development; they are well looked after and develop very good relationships with their teachers.
- The head teacher is a very effective leader and is well supported by governors and senior staff.

What could be improved

- The achievements of pupils with special educational needs.
- The standards attained in literacy skills in the reception classes.
- The standards attained in geography by the age of eleven.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2001 and was judged to have serious weaknesses in the attainment and achievements of pupils in mathematics and ICT, in the quality of leadership and management and the school's capacity to improve. Progress was reviewed by OFSTED in February 2002 and improvement was judged reasonable. Since then the school has made very good progress in dealing with weaknesses found and the vast majority of pupils are now achieving what is expected of

them. Standards in reading, writing and mathematics are higher. Teaching has improved and work is more closely matched to pupils' needs, rigorously backed by assessment information. Mathematics and information and communication technology (ICT) teaching have improved significantly following the steps taken to improve teachers' expertise. Further training and guidance is still required to improve the teaching of children in the reception year and those with special educational needs. The head teacher and subject managers have established effective systems to monitor performance. The planning and action taken to improve the school further is well managed. The governors' role has been strengthened and they offer good support to the school.

STANDARDS

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

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

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

Standards attained by seven-year-olds in the 2002 national tests were in line with the national average in reading and below average in writing and mathematics. Reading and mathematics results were below the average of schools with a similar intake but writing results were well below. Teacher assessments in science show attainment to above average. In the last three years results have been falling. Results for eleven year olds have shown some improvement since 2001, particularly in mathematics and science. The overall trend of improvement is broadly average. There is little difference the performance of boys and girls in the tests for seven-year-olds. At eleven, girls are attaining higher results in writing and science than the boys. The targets for pupils' performance in national tests are not sufficiently demanding. The school now sets individual targets and these are suitably challenging.

Inspection found that standards are above average in reading and mathematics at seven. The improvement on most recent test results is due to much better teaching and the consistent use of strategies to raise attainment. Standards in writing and mathematics have improved throughout the school and are broadly average. Most pupils are now achieving well in English, particularly in writing, because of the recent focus in this area: and in mathematics because of teachers' confidence with teaching numeracy. Standards in science are meeting expectations. Lower attaining pupils do well but there are some inconsistencies in the rate of progress made by higher attainers.

The pupils with special educational needs make variable progress. They achieve well in mathematics but could achieve more in English. Pupils with statements make good progress towards their personal and behaviour targets but do not make enough progress towards their academic targets.

Children make satisfactory progress overall in the reception year. Not enough achieve as expected in literacy and standards are below expectations in this area of their learning by the time they start in Year 1.

In ICT seven year olds meet expectations but are below by the age of eleven. The standards attained in PE and singing in music are above expectations. The standards attained in history, religious education (RE), design and technology (DT) and art and design are also in line with expectations, but in geography they are below.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to give their best at all times.
Behaviour, in and out of classrooms	Good. All pupils behave well in lessons and around the school. They are sensible and act responsibly.
Personal development and relationships	Very good. Pupils work well together. Older pupils respond well to opportunities to take responsibility. Relationships between staff and pupils and the pupils themselves are very good.
Attendance	Good, with attendance levels above average.

Pupils' positive attitudes, their willingness to seek answers and the relationships between adults and pupils are key factors in their successful learning.

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.

The quality of teaching is good overall. Over half the lessons seen during the inspection were good or very good, with some that were outstanding. Teaching is more consistent than at the last inspection. The overall quality of teaching of English is good and mathematics teaching is very good. However a small amount of teaching of pupils with special educational needs is unsatisfactory.

In the main teachers have high expectations of pupils. Work in most lessons is carefully planned to meet the range of needs in each class. The very best teaching inspires pupils with confidence to share their thinking and this makes a powerful contribution to learning. Teachers' improving subject knowledge gives them better understanding of what constitutes higher standards; this is particularly evident in literacy, numeracy and ICT. However, subject knowledge is weaker in geography and this hinders the level of achievement in some aspects.

Teachers' very good management enables them to make lessons interesting. The quality of relationships is such that the pupils are willing to ask for help and are generally eager to participate. Support staff make a suitable contribution to teaching and learning, particularly in their work with individuals and small groups.

Teaching of the reception children is satisfactory. There is some lack of expertise in planning for aspects of language and literacy.

Marking is focused well on what pupils need to do to improve and homework is consistent and used well to supplement work in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and balanced and meeting the needs of most pupils.
Provision for pupils with special educational needs	Satisfactory. Individual education plans are not precise enough to ensure consistent progress.
Provision for pupils with	Good and they are making good progress, particularly in English and

English as an additional language	mathematics.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a very positive ethos and individual pupils, including those in the specialist learning centre, flourish in the caring environment. Work in RE and music makes a good contribution to pupils' spiritual development.
How well the school cares for its pupils	This is a good feature. There is good pastoral support. Information from assessment is being used effectively.

The curriculum generally meets the needs of pupils but there are occasions when the activities given to pupils with special educational needs are not well matched to their needs. There is satisfactory provision for extra curricular activities. Child protection procedures are well established and taken seriously. The school has a strong and constructive partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very good leadership and a very strong sense of purpose. Team work is very successful in helping to improve standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors offer good support and are well informed. However, the annual report to parents does not meet requirements.
The school's evaluation of its performance	Good. Systems are in place to check on the quality of teaching and pupils' work. The information is used well to plan improvements.
The strategic use of resources	The school makes satisfactory use of the resources it has available. Teaching assistants are not always deployed in the most effective manner.

Curriculum and key stage managers play an important role and make an impact across the school.

There are aspects of managing special educational needs that are weak.

The governing body is well organised. Governors work in a professional manner and are beginning to monitor the progress of school improvement and judge best value.

There are sufficient and suitably qualified teachers. Resources are satisfactory, but the hall is too small for the whole school to meet together and access to classrooms is difficult without disturbing lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school is led and managed. • They feel comfortable approaching the school. • Behaviour is good. • Teachers expect pupils to work hard. 	<ul style="list-style-type: none"> • The range of activities provided after school • Information about how well children are getting on

The views above are based on those expressed at the parents meeting together with the questionnaires sent to all parents. About 25 per cent of parents returned completed questionnaires. The parents are justified in the confidence they have in the school. The inspection found that the school has a satisfactory system for reporting on pupils' progress. The number and range of clubs for older pupils is similar to most schools, although there are no after school clubs for younger pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school had no reliable tracking systems before this year and this contributed to the underachievement identified in the previous report. There is still some variation in the performance of different groups of pupils. At seven the proportion of higher attainers reaching higher levels is well below schools with similar indicators. In the tests for eleven year olds higher attainers achieve less well in English tests than they do in mathematics and science. This is due to the poor performance of higher attaining boys in the writing test. Girls overall are attaining higher results in English and science tests than boys. The school met its targets in the 2002 tests and have set more challenging targets for pupils in the 2003 test; pupils are on course to exceed these due to the gains being made by boys and higher attaining pupils.
2. The standards seen during the inspection are higher than the most recent test results would indicate due to improvements in the quality of teaching and pupils' learning. Standards in reading are above those expected of seven and eleven year olds, with good proportions reaching higher levels. Standards in writing are meeting expectations at seven and eleven. Most boys are now achieving as well as they should as a result of the emphasis placed on developing writing that communicates ideas. Pupils with special educational needs achieve well in reading and writing Years 1 and 2 due to the implementation of strategies to raise their attainment. Standards in mathematics are exceeding expectations at seven and are average at eleven. The majority achieves appropriate standards because of the effective use of the national strategy and well-matched work. Standards attained in science are average for both seven and eleven year olds. Lower attaining pupils make good progress, benefiting from the improved opportunities for practical work. Higher attaining pupils do not always achieve as much as they should because they do not have enough opportunity to devise and record their own experiments. Those pupils learning English as an additional language make good progress in English and mathematics and reach average standards.
3. The youngest children get off to a sound start and most of them are well on course to achieve the expected standards in mathematics, personal and social development, physical and creative development and in their knowledge and understanding of the world. There are a significant number of children, mainly below and slightly below average attaining children, who do not achieve well enough in their literacy skills because the progress they make is too slow.
4. By the time pupils leave school they have a satisfactory level of basic skills. They read fluently and with expression. The majority speaks confidently, for instance in discussing environmental issues. Pupils learn to read fluently, with expression and a quick eye for detail that help to convey the subtle intentions of the author. They extract information successfully from reference books and develop sound research skills. Standards in writing show greater variation with small proportions of pupils working at below average levels. Skills in writing improve at a faster rate in Year 6 and by the time pupils leave the school, they have a satisfactory level of basic skills. Most write using basic grammar and for different purposes. The organisation and style of much of the written work is sound and most pupils express their ideas and explain their views successfully. All pupils present their work clearly and much of the handwriting is well formed and legible. Spelling is average. The majority has a sound base in mathematics. They use high numbers confidently and have a range of strategies for

calculating. They are confident in applying their skills to solve problems and explaining their mathematics. There are some gaps in knowledge of multiplication facts that are limiting some pupils reaching higher levels. In science, pupils have a good knowledge base and a good understanding of technical language and apply this well. They reach satisfactory standards in their investigative work, but higher attainers could achieve more in this aspect of their work.

5. The school's provision for teaching ICT has improved greatly and considerable progress has been made in raising attainment in the last two years. Pupils are making good progress in learning new skills and standards are now meeting expectations for seven-year-olds but are below expectations for eleven-year-olds. The oldest pupils are catching up quickly due to better teaching but still lack expertise and experience in control technology.
6. Throughout the school, standards in history, art, music, design and technology (DT) and physical education (PE) are in line with the national expectations. Pupils achieve particularly well in singing skills in music. There is not enough challenge in the work provided in geography to extend pupils' skills in a number of aspects and standards are below expectations. The standards attained in religious education (RE) are in line with expectations.
7. The progress of pupils with special educational needs is variable and for those with statements, unsatisfactory. There are not always sufficient additional strategies in place to guide their learning and the support provided in lessons is not focused sufficiently on addressing specific difficulties. There is currently no mechanism for monitoring short-term progress within their classes and this limits their progress. Those pupils with statements make good progress in aspects of their individual plans relating to emotional and behavioural needs. However a lack of short-term targets and structured programmes to meet their curriculum targets limits their achievements and progress in this aspect is unsatisfactory.

Pupils' attitudes, values and personal development

8. Pupils' have good attitudes to school in all year groups. They are cheerful, confident and boys and girls behave well in and around the school. Relationships between staff and pupils and pupils themselves are very good. These high standards, are a strength of the school. The positive attitudes are mirrored in the attendance figures, which are above the national average.
9. Pupils settle quickly at the beginning of the day to the usually brisk registrations before starting lessons. They talk keenly about the school and are very enthusiastic. In most lessons pupils' constructive attitude and involvement help them get the most from the activities. Sometimes in lessons in Year 5, where there has been considerable disruption due to staff changes, this positive attitude evaporates and the pace of learning slows. Most pupils have a good knowledge of their learning and the older pupils discuss progress towards their targets with some maturity. They involve themselves well working independently or in pairs and groups. Pupils in all year groups take pride in carrying out their responsibilities. Pupils in the specialist learning centre have very positive attitudes towards learning and are particularly proud to carry out whatever duties they are offered. Pupils are also keen to earn merit awards and house points and keep a close eye on their tally.
10. There were no exclusions during the reporting year, which reflects the pattern of good behaviour. However, there has been one permanent exclusion last year, which was

dealt with appropriately. Pupils are tolerant of each other and show a mature and growing understanding of each other; there were no incidents of oppressive behaviour with regard to bullying, sexism or racism. Pupils play well together on the spacious playing field and older pupils play especially carefully when using their rather cramped playground. In assemblies the hall is tightly packed but pupils cope very well sitting so close to one another and in negotiating passing others on the floor. Pupils are willing to hold doors open and let others through first. At lunchtimes, pupils behave well taking their turn in the dining hall and require little overt supervision.

11. The positive attitudes and behaviour of pupils reflects the high standard of relationships in the school. Pupils show a high regard for others' feelings and religious beliefs. During lessons pupils unselfconsciously help others, often work co-operatively in pairs and listen well to one another in discussions. Pupils show positive attitudes to those from the specialist learning centre when they join assemblies or lunchtimes, often involving them in discussions.
12. A strength of the specialist learning centre (SLC) is the effective work it carries out with regard to pupils' attitudes and personal development. Most, if not all, the pupils have experienced very serious losses of confidence and self-worth. The impact of the adults working in the school is very positive in this respect. The ethos of the centre is one of total acceptance, but with a strong emphasis upon improving behaviour and general conduct around the school. This works well. It ensures progress in this vital area of difficulty and adds to the accepting and co-operative attitudes fostered throughout the school.
13. Attendance figures are above the national average and the percentage of pupils with unauthorised absences is very low. Pupils are punctual; there are very few daily latecomers. This positive picture of attitudes and behaviour in school have been maintained since the last inspection, whilst the quality of personal relationships has improved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall teaching is good. There is greater consistency in the quality through the school and better teaching of literacy and numeracy since the last inspection. During the inspection 60 per cent of lessons were good or very good; good teaching is a key ingredient in the schools success in driving up standards. Teachers develop and sustain very productive relationships with pupils, they encourage them, praise them and give them confidence in their own abilities. Teachers have a growing confidence in teaching pupils with a range of needs in their classes and with the requirements of most subjects. This confidence helps them make learning interesting and enjoyable whilst at the same time making sure it is purposeful and rigorous.
15. Teachers' high expectations are a key feature of the good lessons. Good planning ensures that lessons move along at a good pace; teachers have a clear idea of how much they want to cover and have the expectation that pupils will work hard and complete what is planned. Teachers also have a good awareness of the needs of individual pupils and in this area there has been an improvement in teaching since the last inspection. Some pupils are given extra support if they need it and the work is usually adapted so they can better understand what they are doing.
16. Many lessons are particularly successful because the teachers' good subject knowledge enables them to teach confidently and move learning along at a good pace. Their good subject knowledge combined with a real enthusiasm results in some very

good teaching. For instance in all mathematics lessons there is an air of real purpose and expectations are high. Pupils respond well, listen attentively, and work accurately. This combination was evident in a mathematics lesson in Year 4. A well planned starter activity which provided challenges for higher attaining pupils to explain how they worked out doubles, at the same time brought along the confidence of lower attaining pupils. The teachers' penetrating questions helped pupils extend their knowledge of the value of digits in large numbers. Good subject knowledge also ensures that questions teachers ask are sharp and challenging. For example, in a Year 3 ICT lesson, focusing on finding information from the world wide web, the questions the teacher asked were open and encouraged pupils to share their results. The teacher used the questions to encourage a methodical approach to using websites, whilst her positive praise motivated all the pupils.

17. The implementation of the national strategies for teaching literacy and numeracy has been successful and has contributed to effective teaching throughout the school. Resources are well used. For example in English lessons the use of individual whiteboards enables all pupils to be involved in compiling ideas for story and poetry writing that are then shared with the whole class or group. The regular use of the ICT suite enables pupils to research and present information in a range of formats and to extend mathematics skills. Writing skills are regularly incorporated into lessons, but there is little additional use of ICT to help pupils learning in subjects such as geography.
18. The teaching assistants are generally used well. They often work with groups of pupils and in the most successful lessons supplement and enhance the quality of teaching of those with special educational needs. An excellent Year 6 mathematics lesson provided a very good use of teaching assistant time. During the middle part of the lesson the teaching assistant skilfully guided a pupil with instructions on how to set up a conversion chart and with good questioning helped the pupil consolidate their multiplication facts and understand how these could be applied to solve problems. In the final part of the lesson the assistant kept track of pupils' responses to the teachers demanding questions, using this information later to establish a group for additional support. This was a very good example of teacher and teaching assistant working together to raise pupils' attainment.
19. The teaching of pupils with special educational needs in the main school is satisfactory. Where class teachers understand the needs of these pupils and plan for them as in Year 6, the work of teaching assistants is effective and contributes significantly to progress. Within the SLC teaching varies from very good to unsatisfactory. The adults work well as a team and give a consistent message about behaviour that pupils value. Those lessons that are most effective seek to develop confidence and good social skills. Thus, a PE lesson focusing on the preparation for sports day was good. It was clear as to what was expected from each pupil, in terms of both behaviour and skills development. Pace and richness was helped by the use of a wide range of equipment in a very structured and efficient way. At other times, most noticeably within lessons relating closely to pupils' specific learning difficulties, teaching lacks pace and is confused in its aims for individuals. An imaginative idea, that of representing fairy tales through the medium of weaving, lost much of its impact by an over-concentration on the process of choosing materials and completing the task, rather than the reasons for choices and re-telling the story. All pupils in the SLC have language difficulties and targets for language and literacy development are insufficiently focused, recorded and monitored. This adversely affects their learning.

20. The teaching of children in the reception year is satisfactory. The routines are well established and the adults work well together, planning a range of exciting activities. However there is not a sufficient balance between independent activity and direct teaching of communication and language and literacy skills. Consequently children's learning does not move forward rapidly enough for many of them to reach expectations by the end of the reception year.
21. Teachers make effective use of assessments. Lessons often begin with a useful recap of previous work and the final parts of the lessons are used to assess how much progress pupils have made. Sensitive questioning and observation of pupils allows teachers to adjust their day to day planning if they feel work needs to be consolidated or extended. The marking of pupils' work often refers to individual targets or gives them ideas how to improve. There is still some inconsistency in this through the school, as many teachers have come and gone over the last two years. Homework also serves as a useful check on pupils' progress. It is well organised by teachers through the home school contact book, consolidates English and mathematical skills, and enhances the pupils' research skills in history and science.

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

22. The curriculum is broad and balanced and covers all areas of the National Curriculum and the locally agreed syllabus for religious education. The school has made good progress on the curriculum since the last inspections. The improvement has been driven by the introduction of effective assessment strategies to help staff to monitor standards, progress and the curriculum content for English, mathematics and science. This is paying dividends in the raising of standards in these subjects. As far as is possible, in a situation of considerable staff turbulence, co-ordinators have been appointed for all subjects, policies are in place and a system of regular review has been built in. ICT is now taught throughout the school, although pupils in Years 3 to 6 have some back-log to make up. Time allocations to subjects are now appropriate, though the rotation of history, geography and DT means that pupils often go for long periods between modules of work and it is difficult to build continuity in their learning.
23. The national literacy and numeracy strategies are well established and having an overall impact on standards. However, some of the additional strategies recommended for improving the literacy skills of pupils who learn more slowly are not used, which is detrimental to the learning of lower attaining pupils.
24. Personal, social and health education is in place and the provision for sex and drugs education. RE provision is a strength of the school and makes a good contribution to the spiritual ethos of the school. Collective worship meets statutory requirements.
25. The curriculum is enriched by a range of visits to relevant places, often to support history and residential trips in Years 4 and 6 offer pupils the opportunity to study different environments whilst developing their personal and social skills. Brass, strings and woodwind are taught as part of the music curriculum and many pupils take part in musical performances. There is a satisfactory range of after school clubs, including sport and art. Links with the local secondary school attended by most pupils are satisfactory and improving. Pupils attend induction days and there is some curriculum development between the two schools focusing on speaking and listening skills. The school is beginning to extend its role into the community by offering its 'Old Time Music Hall' to local elderly folk.

26. The provision for special educational needs is satisfactory. There are very real strengths in the SLC, particularly the commitment and skills of both teaching and non-teaching staff. They work very well as a team and provide a deeply caring and understanding environment. The centre has also initiated some good examples of inclusion within music and art and at social times, such as breaks and lunch hours. However, in practice there is too much emphasis on the therapeutic and emotional aspects of the curriculum to the exclusion of academic challenge within subjects. There is not enough opportunity given to the pupils to work within mainstream classes. This limits both the richness of the curriculum they receive and the range of good role models, in teaching, work and behaviour. There are frequent whole-class lessons in mathematics, ICT, science and English. As the centre has a wide spread of ages and difficulties this is not always effective in addressing individual learning needs. The school has a policy for integrating pupils from the special learning centre into mainstream lessons and ensuring that the special needs of pupils in the main school are met within classrooms. Pupils from the SLC join art and music lessons but they are not benefiting fully from the expertise and activities in the main school. When the withdrawal work for pupils with special educational needs in the main school covers the targets set on IEPs, or supports classwork, this is satisfactory. However when pupils are withdrawn to do work that is not connected with either, then provision is inappropriate and does not promote inclusion or the meeting of individual curricular needs.
27. Good arrangements for promoting pupils' personal growth through spiritual, moral, social and cultural development has been maintained since the last inspection. Provision for spiritual development is good and pupils are given good opportunities to gain a clear understanding of the values and beliefs that the school promotes. Collective acts of worship are well planned and the links with the local churches are strong. The personal, social and health education programme provides opportunities for discussion and reflection. Pupils reflect on the beliefs of others through the well-structured programme for religious education. Good relationships throughout the school are also having a positive impact on pupils' spiritual awareness.
28. Provision for moral and social development is good. A comprehensive system of rewards and sanctions promotes positive behaviour and fosters moral values such as honesty, tolerance and respect for others. The annual residential visits and day-trips proved good opportunities for pupils to develop their social skills. Pupils of all ages contribute to the smooth running of the school community by taking responsibility for a range of jobs within their classrooms and around the school. Older pupils set up the hall for collective worship, sometimes lead collective acts of worship and help at lunchtimes. They are also keen to raise money for a number of charities. Pupils are informally involved in the decision-making within school and their opinions are regularly sought about their views and suggestions on how the school can be improved. However there is no structured forum for gathering this information to ensure a full range of pupils' views are gathered.
29. Provision for cultural development is satisfactory. There is sufficient development of awareness of multi-ethnic British society. Pupils have opportunities to celebrate both their own cultures and those of others through music, RE and history. Visitors are encouraged to share their music, dance and traditional clothing and a connection with a local Indian restaurant ensures the annual 'Indian Week' is a worthwhile experience for pupils in Year 4. Visits, such as one to Bath, make sound contributions to pupils' cultural development. However there are missed opportunities for cultural development through geography and art. Book weeks and book days are held regularly and the library is well stocked with a wide range of books from different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school takes good care of its pupils. This represents an overall improvement since the last inspection and is a rapidly improving feature of the school. Child protection procedures are good, with an experienced member of staff in charge. Staff are made aware of the importance of vigilant and sensitive monitoring and know their pupils well. Health and safety procedures are very good because issues are well-tracked and resolved speedily through a strong relationship between the headteacher, governor and caretaker. Very good first aid provision ensures that pupils are treated effectively and that their treatment is monitored well. The level of supervision in the playgrounds is good especially on the large field at lunchtimes.
31. The school offers good personal support for all pupils because staff are very approachable and build very good relationships with them. Staff are patient and listen well; as a result pupils are ready to talk to them if a problem arises. Pupils also have good role-models in the emerging system of house captains who may, for example, lead assemblies. The revised behaviour policy is much improved with a clear emphasis on the definitions of bad behaviour and the remedies required. A new anti-bullying policy complements this well. All pupils are encouraged to perform well or improve their behaviour through a simple yet effective reward system of merit awards.
32. Pupils with both learning and behaviour difficulties work in a very supportive environment. All are identified rapidly and have individual education plans with their own targets. Considerable work has been carried out by special educational needs staff during the past year to develop the best format for these plans. The current format is a considerable improvement on previous arrangements and addresses behaviour as well as learning needs. However the short-term targets are not yet specific enough to assist teachers in their classroom planning, and moving these pupils on. The school receives only a small, and erratic amount of support time from outside the school. Learning and literacy support for a few individual pupils which is effective. However, the support received from educational psychologists and speech and language therapists is not adequate to provide regular and relevant advice on programmes for individual pupils.
33. The level and standard of care for SLC pupils is high. They receive informed and sensitive support from all adults involved and from mainstream staff when they are in contact with them. There is a strong emphasis on pupils' welfare and safety. Records indicate a good knowledge of emotional and behavioural progress. Centre staff do well to provide this support with very little external involvement of speech and language and occupational therapy services. However this places a constraint on the progress they can help pupils make. At present there is not enough review and updating of targets on a day-to-day basis to encourage more rapid progress.
34. The monitoring and the promoting of attendance and punctuality is good overall. Teaching staff are conscientious in marking the register on time and noting reasons for absence. Administrative staff and the headteacher keep a close eye on the weekly totals and follow up any concerns.
35. The development of effective assessment systems has been one of the most important initiatives since the arrival of the new headteacher and has enabled the school to gain a real grasp of standards and of what needs to be done in order to improve them. The system has only very recently been put in place but is being used by all teachers to inform them how to plan the next step in pupils' learning. The

introduction of a tracking system that keeps a record of pupils' progress throughout the school is of particular value. There is clear guidance to teachers about what work needs to be kept to provide a long-term record of progress throughout the school.

36. Data from test results is very carefully analysed by senior managers and key curriculum leaders to determine the focus for future work. This is already beginning to raise standards and is enabling staff to identify special educational needs, set individual and school targets and plan the curriculum to meet areas of need. The analysis of data from national and standardised tests is shared by both staff and governors and contributes to the cohesion with which improvements are tackled. Staff now know how well their pupils are achieving in English, mathematics and science and this is allowing teachers to plan for 2 or 3 different levels of work within their classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school has good links with parents. The headteacher is readily available to parents. Access to class teachers is also good. For example, at the end of the day teachers bring classes to the front of the school where parents can readily talk to them. The parents' evenings' timetable has been disrupted with the change in leadership but is now settled at two evenings, one in the autumn and one in the summer, and attendance has been very good. The school gives specific attention to the involvement of parents of pupils with special educational needs in the review meetings. There are also close links between the SLC and parents. A high percentage attends annual reviews and they are kept up to date with the progress of pupils and issues as they arise at school.
38. The school provides parents with adequate written curriculum information that is supplemented by the verbal communication at parents' evenings. Curriculum workshops in literacy and numeracy have been successfully held. Pupils' annual reports are satisfactory. They have improved since the most recent report but although they are very clear on what has been achieved, information on what the pupil needs to do to improve relates only to key targets, principally in literacy and numeracy. The school's prospectus is informative; general newsletters are frequent and keep parents well informed. The annual governors' report to parents does not meet statutory requirements and is not informative in the areas of special educational needs. The overall standard of information to parents, although satisfactory, does not meet the higher standards of the general approachability and friendliness of the school.
39. The impact of parents' involvement on the work of the school is good, not only because of the good attendance at school events but also because of the very active parent teachers association. The group has good links with the headteacher and governors, which makes sure it provides funds for projects that are school priorities. Parents make a positive contribution to pupils' learning at home through their commitment to maintaining contact with pupils' learning through the home-school book and keeping themselves informed about curriculum developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is very well led and managed by the head teacher. He provides very clear educational direction and sense of purpose. He has successfully shared this with all the staff and governors, securing commitment to implement the necessary changes. A strong sense of teamwork pervades the school, with all staff, teaching and non teaching, playing a full part in school development. Since his appointment considerable

improvement has occurred because he swiftly recognised the strengths and weaknesses of the school and prioritised areas for development.

41. The priorities for raising standards and improving teaching and learning are supported by an effective short-term development plan. Teaching is regularly monitored and the system effectively supports and eliminates weak teaching. The monitoring and evaluation of standards and test data is strength of the school and enables clear targets to be set for improvement. The school is now well placed to devise and implement a longer-term strategic plan to further secure improvements.
42. Subject management is effective. Many of the subjects at the last inspection lacked effective leadership and this contributed to overall weaknesses in management. The role of the co-ordinators is now clear and resulting in significant improvements in provision and standards. The head teacher and senior staff work closely together and have ensured that, during a period of considerable staff change, the momentum to raise expectations and improve teaching and learning has not slackened. A number of co-ordinators are very new to their posts and are inheriting subjects that have received little support or guidance in the past. The Foundation Stage is without clear leadership, support and expertise and this is holding back its development.
43. There was no overall effective management of special educational needs in the mainstream classes until the last year. Much has been achieved by the co-ordinator in a short time but a number of management issues are still outstanding and affect the progress of pupils with special educational needs. For example the co-ordinator has some administrative time, but this is used to provide low level support to classroom teachers rather than sharpen targets and monitor their implementation. Whilst the demands on the SENCO's time from pupils who have mild learning difficulties means that her support is spread too thinly and not directed to the few pupils who really need intensive assistance. Small group and individual support has been set up using teaching assistants but the assistants are not currently managed in a way that allows the coherent development of a strategy for raising the attainment of this group of pupils. The lack of coherence in the leadership and management of special educational needs between the main school and the SLC means that inclusion, the lack of external support and specific support programmes have not been effectively tackled. The teacher with responsibility for the SLC provides satisfactory management, working closely with the headteacher, parents and teaching assistants. She has resourced the centre well and developed a caring ethos that provides a stable and secure environment. However monitoring of the centre's aims, is not routinely undertaken and this affects its development.
44. The governing body is much more effective and fully involved in the work of the school. Governors keep themselves informed through visits and reports and are fully involved in setting the strategic direction of the school. They are very well organised and take their responsibilities seriously. The personnel committee now oversees the progress of pupils in English, mathematics and science and this is an effective tool for governors to monitor the success of the school.
45. Financial management is secure, the governors are appropriately involved in setting and monitoring the budget. There is a clear correlation between the schools priorities for action and the pattern of resource allocation. This is very evident in the strategic decision to finance more teaching assistants and strengthen the provision for special educational needs.

46. The school has used its devolved money for essential developments to the fabric of the building. In spite of the improvements the accommodation is unsatisfactory overall. This is because the buildings have not kept pace with the increasing number of pupils. The size of the hall prevents the whole school from meeting together and the access between classes causes some disruption during lessons. Most classrooms are spacious and well-lit and therefore good for the delivery of the curriculum, except one of the mobile classrooms which has remedial pillars congesting the centre of the room. A Year 1 classroom is poorly ventilated which affects pupils' concentration especially when it is warm in the afternoon. However all these deficiencies are well-known to the school and plans are well-advanced for the major task of replacing the decaying mobile classrooms. All the buildings are clean, and colourfully illuminated by interesting displays based on curriculum themes.
47. The school has a satisfactory number of qualified and experienced staff. The three newly qualified teachers receive very good support from their year group partners, subject co-ordinators and head teacher. Performance management arrangements benefit from the cohesive targets agreed by staff. Teachers undergo regular appraisal and the outcomes of these processes are used well to determine the direction of school development. This represents good progress since the last inspection. Teaching assistants have a wide range of expertise and make a valuable contribution to the to the work of the school. There are appropriate resources to support teaching in all subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to improve the quality of education provided and raise standards further the head teacher along with the governing body should:

(1) Raise the achievements of pupils with special educational needs by:
further developing the individual education plans to ensure they contain clear, regular and measurable targets;
providing a clear structure for management of special educational needs and identify the monitoring roles for provision of their needs in lessons;
improving the expertise of teaching assistants;
providing more opportunities for pupils to work in mainstream classes and ensure their lessons have clear learning objectives and they follow a structured teaching programme relating to language and literacy.
Paragraphs 7,19,26,33,43 & 68

(2) Raise standards attained in literacy skills in the reception classes by:
improving the use of teacher time during literacy activities;
raising teachers' subject expertise and developing planning so it shows how the small steps in learning are to be achieved.
Paragraphs 3,20,51,54 & 62

(3) Raise standards attained in geography by the age of eleven by:
improving teachers' expertise;
improving guidelines to support lesson planning.
Paragraph 6, 90, 92-94

Minor issues.

Ensure that governors' annual report to parents is meeting requirements and includes:

a statement of progress in implementing the action plan following the last inspection; an explanation of financial spending; a description of arrangements for the admission of pupils with disabilities and facilities for those with disabilities; how teachers professional development impacts on teaching and learning.

Paragraph 38

Provide more opportunity for pupils to plan and carry out their own science investigations in order that they can accelerate their understanding of fair testing and raise hypotheses that will lead to greater understanding.

Paragraph 4,78 & 79

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

91

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

40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	36	33	2	0	0

Percentage	4	18	38	37	2	0	0
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The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	413
Number of full-time pupils known to be eligible for free school meals	32
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	108
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data 2001/02	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	29	29
	Girls	25	25	27
	Total	50	50	56
Percentage of pupils at NC level 2 or above	School	86 (90)	86 (86)	97 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	29
	Girls	25	24	27
	Total	51	51	56
Percentage of pupils at NC level 2 or above	School	88 (88)	88 (81)	97 (84)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	29
	Girls	17	22	24
	Total	41	46	53
Percentage of pupils at NC level 4 or above	School	68 (64)	77 (66)	88 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	29
	Girls	18	19	24
	Total	42	42	53
Percentage of pupils at NC level 4 or above	School	70 (78)	70 (84)	88 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	348	1	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	281

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FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	906,569
Total expenditure	902,327
Expenditure per pupil	2169
Balance brought forward from previous year ¹	46,897
Balance carried forward to next year	33,635

Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	15 ²

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

¹ This includes an element of devolved funding for capital projects that were undertaken in financial year 2002.

² Eight members of the teaching staff have been in post for more than two years.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

410

Number of questionnaires returned

103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	47	4	1	1
My child is making good progress in school.	52	45	1	1	1
Behaviour in the school is good.	41	52	4	1	2
My child gets the right amount of work to do at home.	26	62	9	1	2
The teaching is good.	55	41	3	0	1
I am kept well informed about how my child is getting on.	33	50	13	4	1
I would feel comfortable about approaching the school with questions or a problem.	60	37	2	0	1
The school expects my child to work hard and achieve his or her best.	57	40	1	0	2
The school works closely with parents.	32	53	11	2	2
The school is well led and managed.	37	61	0	0	2
The school is helping my child become mature and responsible.	40	54	4	1	1
The school provides an interesting range of activities outside lessons.	15	47	17	7	15

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

48. The strengths identified in the last report have been maintained with improvements made in the opportunities for children to extend their knowledge and understanding of the world. There is now a secure outdoor play area, although its impact is limited by the lack of suitable equipment such as wheeled and moveable toys. The improved ICT resources ensure good achievements in this areas.
49. The children settle into school well and the staff pays good attention to developing personal and social skills and as a result all children, including those with special educational needs make good progress in this area. The needs of individuals and groups are identified at an early stage and assessments towards the early learning goals are made regularly throughout the year. Children are prepared well for their move into Year 1 and most children are on course to achieve expected levels in most areas of learning by the end of their reception year. The exception to this is in literacy skills, which are below expectations. While most children speak confidently and listen attentively, many children will not meet the expectations for reading and writing.
50. Teaching is satisfactory overall and sometimes good and the new team of committed teachers work hard and plans appropriately for most areas of learning. All of the adults act as good role models, showing care, consideration and respect and as a result, relationships are very good. Children happily seek the help of adults and share a sense of fun which pervades the classrooms. Planning ensures some lively and engaging activities but does not address the small steps in children's learning which contribute to rapid progress in reading and writing. There is some imbalance in the curriculum and although much time is given to communication language and literacy, objectives are too broad to ensure learning is as effective as it should be.

Personal, social and emotional development

51. Children make good progress and are on course to achieve expectations by the end of the reception year. Those children with special educational needs benefit from the consistent application of the behaviour policy by all the adults working in the reception class and make good progress towards their social targets. Children take responsibility for monitoring the number present, the number requiring dinners and for completing the daily weather chart. Because of the good teaching, the children co-operate well, share equipment sensibly and consider the needs of others. They have a good understanding of right and wrong. Relationships are very good and disputes are very rare. In a variety of situations the children negotiate and offer equipment and help to each other, they work well independently, behave responsibly and select and tidy away their own choice of resources. Children enjoy receiving rewards for good behaviour and hard work and are proud of their efforts.

Communication, language and literacy

52. Progress is uneven in this area of learning. The teachers plan good opportunities for children to tell their news, talk about their work and demonstrate the results of their role-play. For example the teacher gently supported the children when they presented a puppet play with their own stick puppets, using the different voices of Goldilocks and

the three bears. Children listen attentively for extended periods and most will wait for their turn to speak.

53. Teaching of literacy has weaknesses that affect how well children learn; particularly lower attaining children and those with special educational needs. Good attention is paid to developing children's recognition of initial letter sounds, but many still do not hear and recognise the last sound in a word and only a few spell simple words. Teachers make sure there are sufficient good quality books and encourage children to share books regularly with each other and adults. Consequently most children handle books well and understand that print carries information. They enjoy stories and rhymes and guess what might happen next. Opportunities are missed when reading stories to the whole class to encourage the children to track the words in the book or talk about useful strategies for reading. So far only a minority of children have learned to recognise enough words to enable them to read a simple story. Few have sufficient confidence to write for themselves, because they are not given enough opportunities to do so. The teachers do not regularly demonstrate the process of writing with the children. There is just one small writing area and this is not well resourced or supported by vocabulary lists or examples of writing.

Mathematical Development

54. Teaching is good and most children are achieving well. Children's knowledge of number to 10 is good. All of the children enjoy this area of learning. They count forwards beyond twenty and back from ten. Many successfully match names to the numbers, place them in the correct order and reliably count sets of objects. The higher attaining children are confident with numbers to 100 and use a giant number square to work out patterns.
55. Children benefit from small group activities where work is aimed at their specific needs. For example, in a lesson on ordering numbers, the teacher developed a good discussion on the position of coloured beads on a thread. The use of positional vocabulary was reinforced successfully through a counting game. Meanwhile a group of higher attaining children were challenged to match events to different days of the month and then report to the group. The good quality questioning and sharp focus on vocabulary ensured the children learnt well. Teachers provide good opportunities to develop mental skills at the start of the day. For instance, the teacher encouraged the children to hold a mental picture of the number line in their head, when trying to find out the difference between the number of children present and those absent.

Knowledge and understanding of the world

56. Overall teaching is satisfactory and in ICT it is good. There is a strong commitment to enquiry and planning ensures a broad range of experiences to teach children more about the world they live in. Children are introduced to different cultures and beliefs through learning about the ceremonies for babies. They compare a christening for a baby in the Christian faith with a Sikh baby naming ceremony and this is celebrated in a wall display with appropriate vocabulary, pictures, books and artefacts.
57. The teachers' encourage children's natural curiosity well by using practical activities. They find out about the past through sequencing their own growth and compare what they are able to do now with what they could do as babies. They find out about living things, growing beans and recording their growth on pictures and simple charts.

58. There are now more construction kits than at the last inspection, which children use inside and outside the classroom to build models. The children have weekly access to the school's computer suite, as well as frequent use of the classroom computers. The good teaching means that the children are very confident when using the mouse and the keyboard and have made good progress. They use the mouse and the tool bar on the computer to manipulate shapes and make simple pictures of a house. They enlarge or shrink the shapes and rotate them as required. Many children will exceed expectations in this aspect of learning.

Physical development

59. Children attain well in this area of learning. Physical development is taught satisfactorily. There are two lessons in the hall and daily playtimes in a dedicated outside play area, with new climbing equipment and a wooden playhouse. The children learn to use space in the hall well, they move with good co-ordination, running, skipping, balancing, jumping and crouching into small spaces. The teachers and assistants join in and demonstrate what is expected but could pay more attention to developing the quality of the movements offered by the children and challenge them to achieve even more. In other lessons, children show good control of paint brushes, pencils and crayons. They cut out and stick with great care, using the tools well.

Creative development

60. There is limited time available for this area of learning because of the amount of time allocated to communication, language and literacy during the morning sessions. Provision and teaching are satisfactory, and children now attain average rather than above average standards for their age, as at the time of the last inspection. Children paint well for example, when making masks of various animals, carefully adding whiskers, eyes and ears by selecting materials and carefully measuring and cutting to size. Children often play with dough and freely manipulate it for their own requirements.
61. Children are encouraged to explore, develop ideas and express their creativity in informal ways. For example in the play corner, children allocate roles in the vet's waiting room and surgery. They make appointments and receive and look after the sick animals. The children enjoy singing songs and rhymes, but there is not enough time given to this area of learning to contribute to developing children's skills in reading and writing.

ENGLISH

62. Standards in the subject overall meet the national averages by the end of Year 2 and Year 6. Standards in reading have improved significantly since the last inspection and are now above average at the end of Year 2 and 6. The improved standards are a result of teachers' higher expectations based on well-informed assessment information. Very good leadership and management by the co-ordinator has raised teachers' confidence in teaching.
63. Most pupils are achieving well because of good teaching. Progress in reading and writing in Years 1 and 2 is good. Lower attaining pupils benefit from well targeted work and regular support in group teaching and from teaching assistants. The progress in literacy skills of most pupils in Years 3 and 6 is good. Average and higher attaining pupils build on a sound knowledge of grammar and because of the good gains in

reading and speaking respond well to the recently introduced strategies to support writing. However there are not enough additional literacy strategies for older, lower attaining pupils. This is having an impact on the learning of these pupils. Some lower attaining pupils, who receive additional support, do not make as much progress because the tasks set are not focused on their targets. Sometimes the withdrawal of these pupils is at inappropriate times and this also checks their progress.

64. Pupils through the school achieve well in speaking and listening. There are well structured opportunities for pupils to develop these skills in other areas of the curriculum and teachers have good guidelines on how they are to extend pupils' thinking and reasoning skills during discussions. By the end of Year 2 most pupils listen carefully to each other and are confident to talk in a range of situations. Pupils show an awareness of the needs of the listener by including relevant detail. For example in Year 1 pupils played an active part in a story-telling session and because of excellent teaching, achieved standards better than expected for their age. In Year 2 pupils confidently described characters from a story and were keen to take part in a question and answer session with one person on the 'hot seat' taking on one of the characters. There are good opportunities for pupils to develop their speaking and listening skills through regularly timetabled drama sessions, taken by the enthusiastic co-ordinator. By the end of Year 6 most pupils listen and talk confidently in a wide range of situations and their attainment is average.
65. Teachers emphasise both the importance of learning skills and an enjoyment of reading. Regular reading sessions are used well to help pupils practise their reading. Many read a wide range of books mainly accurately, showing a good awareness of punctuation. They use a range of strategies well to read unfamiliar words in the text. By the end of Year 2 pupils are beginning to use examples from the text to support their opinions about the characters. Older pupils investigate stories from a range of cultures. Pupils in Year 6 confidently compare a range of narrative poetry, particularly focussing on 'The Lady of Shalott' by Tennyson. They are clear about the different strategies to be used to find explanations for unfamiliar vocabulary in the poem. Very good teaching helped pupils to identify key aspects of the poems and to understand the differences between poems by the same author.
66. In writing most pupils are making good progress and achieving well. This is because the school has identified key features requiring improvement and directed teaching towards these. For example, the school has implemented a scheme to develop neat joined handwriting from Year 1 and this is having a positive impact on the quality and presentation of work throughout the school. By the end of Year 2, most pupils write for a range of different purposes using more than one sentence. Ideas are sequenced logically and pupils show an awareness of the correct use of basic punctuation. This was evident in a lesson where pupils were writing character profiles. Higher attaining pupils showed evidence of organisation, imagination and clarity and were beginning to use a wide range of vocabulary for effect. Lower attaining pupils wrote more than one sentence with adult support and individual ideas were developed in short sections. Pupils made good progress because of good focused teaching, which enabled them to understand what was needed to produce a good character profile. By the end of Year 6 pupils' writing in a range of forms is lively and thoughtful. They have good opportunities to write in a range of styles and for different reasons. Many use complex sentences, understanding that simple sentences are used to create impact and they are beginning to organise their work into paragraphs.
67. The quality of teaching and learning is good. Teachers plan their lessons very well. Consistent planning across year groups, adapted to meet the specific needs of the

pupils in each class, is a strong feature. Teachers now have a good understanding of how to teach reading and writing and all confidently use the teaching guidance of the literacy strategy. Many are adapting the strategy well to bring more creativity into their teaching. For example in Year 1 the teacher had a short, well organised session for reading and handwriting practice. The rest of the excellent lesson was based on storytelling and the development of pupils' speaking and listening skills. Pupils achieved extremely well in both sessions and standards were higher than expected for their age. Learning support assistants often provide good support in the classroom when they have clear guidance on what is expected of them. However they are less effective in lessons when they have a general brief to oversee most of the class, while the teacher focuses on one particular group. At the end of lessons teachers encourage pupils to think about what they have learned and to assess how different pupils have progressed. The marking of work is often positive and helpful, indicating to pupils what they have to do to improve. Homework tasks are used well to consolidate learning and many pupils regularly read to an adult at home.

68. Cross-curricular links are good and the improved standards in literacy skills are having a positive impact on attainment in other areas of the curriculum. There are good examples of independent writing in history and work in all subjects is well presented. English provides good opportunities for spiritual, moral, social and cultural development through the wide range of literature studied and the opportunities provided for pupils to reflect on their work and to share their opinions. Use of ICT other than for publishing pupils work is underdeveloped. Assessment procedures are good.
69. Leadership and management are very good. The co-ordinator is extremely enthusiastic about the subject and has worked hard to support teachers in all aspects of their planning. She has raised the profile of literacy in the school encouraged teachers to have attractive displays and book areas in their classrooms and extended opportunities for writing. This is having a very positive impact on pupils' learning. Detailed monitoring of teaching, planning and samples of pupils' work has provided good individual support for teachers. The curriculum is enriched with visits to the school by authors and storytellers. Parents made a significant contribution to their children's learning during the last book event by sharing books with their children and writing a book review. These initiatives have a positive impact on pupils' learning.

MATHEMATICS

70. Standards in mathematics, by the age of seven, have risen steadily since the last inspection when they were below average and identified as a serious weakness. They are now above average and pupils are achieving well. By the age of eleven standards are average. There has been a clear focus since the last inspection, well supported by the local authority, on improving the teaching of numeracy. Teachers have greater confidence in teaching and their planning is accurately focused on the different requirement of pupils. The national strategy is now effectively used, monitoring of teaching and standards is regular, and attainment is rising. Pupils are achieving well, but recent improvements in teaching have had insufficient time to be reflected in standards achieved by the older pupils. For example, in the lower Year 6 set, while pupils work hard, many do not have rapid recall of multiplication tables. Pupils with special educational needs in the mainstream classes make equally good progress in relation to their prior attainment through well-targeted teaching and support.
71. By the age of seven pupils have a good knowledge of place value to a hundred and some higher attaining pupils go on to solve problems using numbers to 1,000. They

know the common properties of 2D and 3D shapes and use measuring instruments accurately. By the time pupils leave the school they have a good grasp of the four number operations and are very confident about working with high numbers. They understand, for instance, relationships between fractions, decimals and percentages and use these to solve practical problems. Most are confident about their tables and have good recall. They construct and interpret charts and graphs well and show a good understanding of perimeter and area in calculating the area of simple and compound. Many measure and draw angles accurately and use their mental mathematics well to calculate, for example, the third angle of a triangle. There is some effective use of the ICT resources in the computer suite. For example pupils have opportunities to work with databases and spreadsheets and learn how to manipulate increasingly complicated data. However there is a limited use of ICT in the classroom to practise basic number skills. Pupils make some use of their mathematical skills, for example in making time lines in history and measuring in DT, but their use in other subjects, such as mapping skills in geography remains under developed.

72. The overall quality of teaching is very good. This is a very good improvement since the previous inspection. The pace of lessons is brisk, with a good mix of direct teaching, explanation and questioning. There are good opportunities for pupils to use practical activities to reinforce their learning and teachers use well thought out questions to challenge pupils to explain and demonstrate their thinking to the rest of the class. For example in a very good Year 2 lesson pupils worked hard at an open ended challenge to write down on their white boards as many sums as they could giving the answer 6. The teacher skilfully prompted some higher attaining pupils to show how they could use division facts. Some effective practical work was a feature of an equally successful Year 3 lesson. A well taught introduction on directional language was followed by a range of challenges to seek out treasure on a map and record the directions taken.
73. In the mental oral starter teachers are very skilled at using a range of strategies, such as quick counting games, to maintain maximum pupil involvement. The last part of the lessons are managed very well to reflect on whether the learning objectives, which are always shared with the class at the beginning of the lesson, have been achieved. This was a particularly strong feature in an excellent Year 6 lesson and resulted in a few pupils who were unsure of their learning opting for added help the following day from teaching assistants. Teaching assistants are generally well used in group work to support lower attaining pupils but they could be more actively involved in, for example, assessing the response of target groups in the mental oral starter. Homework is set regularly and all work is well marked contributing to pupils' learning.
74. The co-ordinator provides good support to colleagues. Teaching has been well monitored by the co-ordinator and the headteacher and this has contributed to improved quality and consistency of teaching. The emphasis on teaching calculating strategies is paying off and pupils are gaining confidence to explain what they have done. Assessment procedures are very good; the analysis of test results gives teachers a useful insight into the strengths and weaknesses of the curriculum.

SCIENCE

75. Attainment in science is in line with expectations for seven and eleven year olds. Teachers have greater confidence in teaching the subject to younger children since the last inspection and have improved their expertise in teaching investigative skills to older pupils. Consequently all pupils in Years 1 and 2 are achieving as well as they

should and standards are higher than the last inspection. Lower attaining pupils and those with special educational needs generally make good progress through Years 3 to 6 due to well structured practical work and rigorous teaching of technical vocabulary. Consequently the majority of pupils reach average standards by the age of eleven. Average and higher attaining pupils make satisfactory progress but are not sufficiently challenged to set out their own investigations. This was a weakness reported at the time of the last inspection.

76. Teaching is good in Years 1 and 2. Teachers ensure that all pupils do work that builds on what they have done previously and helps them to extend their knowledge. This is done through well-managed practical investigations. This was the case in a Year 1 lesson. The teacher effectively reminded pupils of what they had already discovered about growing plants from seeds by introducing a variety of young seeds and plants that had been used in earlier experiments. Having established that most pupils were familiar with the need to water seeds and plants she encouraged pupils to think about what else plants might need. Throughout the main part of the lesson pupils were encouraged to discuss how they could prove their hypothesis and the teacher was well prepared with the resources to help the pupils set up the experiment. The pupils gradually increased their level of understanding and progress was good. The degree of involvement was such that the pupils went off happily to write up the experiment. The lower attaining pupils showed remarkable independence in drawing picture of the plants and seeds in sunny and dark places and because of the enthusiasm generated by practical work went on to label their drawings. Higher attaining pupils began to speculate exactly what the seeds and plants might look like after a few days. In discussions, some recognised what makes a fair test.
77. Teaching in Years 3 to 6 is satisfactory. In a good lesson in Year 3 pupils learnt the terms opaque, transparent and translucent through a carefully planned practical activity. The teacher skilfully engaged higher attaining pupils in discovering an accurate way of measuring whether the material let through enough light to constitute being transparent. However this level of independent investigation is not evident in much of the teaching and many pupils in Years 3 and 4 are unsure of what constitutes a fair test. This reflects the lower attainment of previous years and while there is some practical work, this element is not always addressed specifically enough in these years. Teachers' expectations of lower attaining pupils are high and they are taught how to set out their work clearly and record carefully. A good experiment into how well sound travels through different materials resulted in these pupils making a range of generalisations. However much of the work for pupils in Year 5 is not tailored to meet their different needs and higher attaining pupils are not achieving enough. There is greater emphasis placed on the correct use of vocabulary in Year 6, which ensures that explanations are more precise. Work is matched to different abilities but sets out to prove statements and generalisations rather than testing hypotheses.
78. By the time the pupils leave school they have a good general knowledge of scientific facts and principles. They understand for instance, the relationship between evaporation and condensation, and between dissolving and separating solutions. They record practical experiments carefully and are confident in their knowledge of technical vocabulary such as the terms 'resistance'. They understand the significance of testing two or three times to ensure fairer results and generally appreciate that measurements need to be accurate. They are less secure in setting out their own hypothesis or in explaining the reasons for their results. In part, this is due to the fact that most of the experiments are already determined by the teachers rather than giving them the chance to follow their own line of enquiry and explain their own conclusions.

79. The subject is very well led and managed. The need to improve investigative skills in order that pupils achieve as well as they should has been a high priority. The co-ordinator has been in post a little over a year and in that time has rigorously evaluated test papers, monitored teaching and pupils' work and produced some useful guidelines on how to carry out investigations. The teachers and pupils have benefited from good guidelines on how to develop questioning skills and also from the hard work done to bring together a collection of pupils' work. There is more to be done to support teacher assessment, for example, through annotating this sample so that teachers can see more readily what criteria has been met for the levels awarded. This and further work on assessing pupils' investigative skills, have still to be put in place. Resources are good. There is a good quality outside education resource and DT lessons make a good contribution to pupils' knowledge. The school has just purchased equipment for control but as yet ICT is still an area that has yet to be developed.

ART AND DESIGN

80. Since the previous inspection, pupils of seven and eleven years have maintained average standards of attainment. Although teaching across the school is generally satisfactory, some good and very good teaching is helping to maintain these standards. In many year groups, art is not well placed on the timetable and lessons often follow computer lessons or PE lessons, giving barely an hour for art.

81. The co-ordinator is very newly appointed. She has very good knowledge of the subject, teaches it very well and is determined to raise the profile of art throughout the school. In all of the lessons seen, pupils showed great interest and enthusiasm for the subject, they concentrated well, persevered and made the best use of the time available. They looked forward to their lessons and are disappointed because they do not always have enough time to complete their work. The art club is very well attended which also demonstrates the enthusiasm pupils have for art.

82. Seven year olds make sound progress, they work well and with care, co-operating with each other, sharing materials and artefacts from a wide range on their tables. In one lesson, following good instruction from their teacher, the pupils choose carefully from a very attractive range of natural materials those that showed the most suitable texture, line, shape and tone. This resulted in some very pleasing pictures of shells, stones, ammonites and plants.

83. The quality of the work of older children is more variable. In a good example in Year 3 some very good teaching encouraged pupils to see themselves as artists and develop designs for a sculpture through the use of a sketchbook. The pupils were very responsive and brought in pictures and objects from home. They used pictures researched from the internet in an earlier ICT lesson. They set to work purposefully, describing with maturity why they have chosen certain pictures to work with. For example, one pupil explained that in her view Picasso's "L'Aubade" brings lots of life, colour and happiness. Lessons sometimes lack excitement and creativity, for example when 10 year old pupils "take a line for a walk". The interest of the pupil's made this lesson work, because they like art so much. In general though, the work of these pupils lacked maturity and their level of skill in colour mixing and painting was poorly developed in the lesson.

84. There are some links developing with other subjects such as history and there are some good resources in the school. However, the pupils have little contact with artists or craftspeople to enrich the basic curriculum. There is a lack of display throughout the

school to raise the awareness of pupils and visitors of the contribution that art can make to celebrate the life of a school community.

DESIGN AND TECHNOLOGY (DT)

85. Only lessons in Year 3 and 4 were seen during the inspection, teachers' planning, the work displayed around and pupils' books show that standards by the age of seven and eleven are broadly average and have been sustained since the last inspection. Pupil achievement is sound and there is good evidence of designing for a purpose and modifying and evaluating their work.
86. Teaching is good. Teachers pay careful attention to the design and evaluation process. Making sessions are well organised and give pupils good opportunity to work with a range of materials. For example in Year 2, pupils have been working with textiles, designing a coat for Joseph. Pupils measured, marked out, cut and shaped felt and other fabric. A display in a Year 3 class set the challenge for their work, 'to design and make a monster with moving parts which are controlled by pneumatic systems'. Pupils worked with a good range of items such as kites, balloons, trumpet, pump, wind chimes and sails to explore how air could be harnessed for different purposes. In this exciting session the teacher's good questioning encouraged pupils to decide which worked through air pressure and helped pupils make connections with the mechanics of the lungs. In a successful Year 4 lesson the design sheets showed evidence of prototype mechanisms and modifications that were used by the pupils to develop evaluation skills. The teacher helped pupils to organise their thinking by teaching them to evaluate their mechanisms with regards to the intended use, strengths and improvements and the overall quality.
87. Across the school, pupils' literacy skills are used well and consolidated usefully in labelling, note making and the writing of short evaluative accounts. Mathematical skills in measuring and in drawing plans are used effectively at various times.
88. The temporary co-ordinator has ensured that the planned programme has been delivered effectively. The good quality guidelines along with teachers shared planning have been important in maintaining standards.

GEOGRAPHY

89. Standards attained by seven-year-olds are meeting expectations and have been sustained since the last inspection. The guidelines for teaching geographical skills and knowledge are well established and some of the teaching is of very good quality. The standards shown by eleven-year-olds are below expectations. Pupils have a reasonable factual knowledge but their geographical skills are below expectations. Pupils' work, discussions with eleven year olds and lesson observations indicate that teaching is satisfactory but there are gaps in teachers' expertise that affect how well pupils learn. There is a lack of guidance for teachers on how to teach geographical enquiry or how to develop mapping skills and fieldwork techniques. Consequently pupils are not achieving as well as they should through Years 3 to 6.
90. Teaching is good in Years 1 and 2. Pupils learn how to compare their town with the island home of a fictional character. The work is carefully planned to introduce pupils to maps of different scales and to research into the type of employment locally and on the island. Good use is made of labelled drawings to ensure those with limited writing

skills consolidate their knowledge of places and geographical vocabulary. Higher attaining pupils write simple statements to explain how transportation is linked to the local landscape. In a lesson with Year 2 pupils the teacher asked pupils to share their responses to Michael Foreman's 'One world' in pairs and then with the class. He highlighted the special features of beaches that they had learnt in earlier lessons and then introduced a painting of beach near his home. The teacher cleverly used this to invite ideas for how such an environment may be destroyed. The resulting activity, designing a campaign booklet to show how the beach could be maintained was highly motivating and gave all pupils the chance to balance natural beauty with demands of tourism. This was challenging work and very well managed.

91. Teaching in years 3 to 6 is satisfactory but lacks the challenge to extend and take pupils' geographical skills forward. Pupils in Year 3 draw maps showing how to reach their favourite holiday destination but the maps were very low level and showed no development of scale or of features such as oceans or cities. Much of their other work on the weather and climate shows very little development or match to the different skills of pupils. The work in Year 4 on India is little more than a collection of unrelated facts and the comparisons with their own experiences are superficial. Most pupils have a reasonable factual knowledge about the water cycle in Year 5 following a well-balanced programme of study but again evaluation and the implications for human geography are not developed.
92. In a Year 6 lesson pupils demonstrated a satisfactory knowledge about the course of rivers and could accurately name most parts of the river journey. The questions sought information but are insufficiently challenging to encourage Year 6 pupils to consider the implications for this on human geography. In their work on mountains there was some valuable research work undertaken by higher attaining pupils on how the major mountains of the world shared similar features at different altitudes above sea level; this was well set out as a chart. A good feature of the work was that pupils had to plan the route to the mountains and calculate the mileage. This was a good development of mathematical skills for these pupils. However in general, the planning to develop pupils' map skills is haphazard and development is erratic. Most eleven-year-olds have little knowledge about the signs and symbols used to describe places on maps and have no knowledge of how grid references help us locate features on the map.
93. Co-ordination is weak. The subject has been without effective management and the recently appointed co-ordinator and head teacher are well aware of the weaknesses in teachers' expertise. Not enough time is given for pupils to carry out in-depth work in the locality and the opportunities to make use of data are rare. The teachers have no guidance to help them assess pupils' progress and consequently expectations are not as high as they should be.

HISTORY

94. Although only a relatively small amount of history was seen during this inspection, it was sufficient to confirm that overall standards are in line with expectations. A significant number of pupils, about one third, are achieving above average standards.
95. By the age of seven, pupils engage imaginatively with the story of the fire of London, showing good knowledge of what actually occurred and referring enthusiastically to Samuel Pepys' diary as a primary source. They know that another diarist has left an account too and independently look up in a reference book to find the name of John

Evelyn. Scrutiny of these pupils' books shows that they are confident about comparing hospitals today with those of Florence Nightingale's time. They know that historical information can be gleaned from books, videos, magazines, pictures and the Internet.

96. No Year 6 lessons were observed, but scrutiny of displays and books confirms that pupils are able to select and link historical information from a variety of sources, describe characteristics of past periods well and have sound factual knowledge. Their work is often the outcome of their own research to find the answers to questions. The subject promotes literacy well as pupils wrote factual recounts, take notes and make comparisons. Discussion with pupils from Years 3 and 5 revealed that they have good general knowledge about history often gleaned from books at home, magazines taken by their parents or research from the Internet. In fact, work in books revealed only a part of what children actually know and can do because there is not enough time for pupils to complete units of work. The current long-term plans only cover one unit of study per year, to be visited twice.
97. The teaching is good. Teachers make imaginative use of drama and role-play. These strategies develop historical skills well, support speaking and listening effectively and also allow pupils with special educational needs to take a full part in lessons. Attractive book boxes encourage pupils to develop their observational and research skills effectively.
98. The co-ordinator has only been in place since September. She has plans to reorganise the long-term planning so that year groups study units in chronological sequence and two per year rather than one. Plans for the future also include the introduction of a system for assessment and the development and extension of ICT and other resources. These initiatives have the potential to raise standards since pupils are already interested and motivated.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

99. In the previous report ICT was identified as an area of concern. The school has made this aspect of the curriculum a priority, with considerable finance and training being provided. The result has been significant progress. Seven year olds now meet national expectations across the range of skills. Although the standards attained by eleven year olds are still not up to those expected nationally, older pupils make good progress and are developing good word and data processing skills, together with confidence in the use of the Internet as a tool for research. The growing expertise and confidence of staff, together with the effective use of the computer suite indicate that these pupils are on course to meet national expectations in the very near future.
100. By the age of seven, pupils have learnt to word process stories and poems and produce graphs to back up work on 'our favourite fruits'. They use drawing programs to design buildings and produce imaginative drawings of plants. They understand that this form of technology is part of everyday life and they are comfortable logging on, using basic screen menus and entering data on simple spread and tally sheets. Pupils are confident with accessing programmes and moving between different screens. Usually the work is saved at the end of each lesson and pupils understand how to do this and why. Where teachers omit to save work, useful data for pupil assessment is missed and the monitoring of individual progress weakened.
101. Teachers in Years 3 to 6 provide good examples and expert guidance in using the Internet for research and employing ICT skills to present and enhance work in subjects such as history, science, mathematics and English. Pupils make good progress in using sequencing programmes to develop recipes. They understand that paint

programmes can allow them to produce artwork such as imitations of Seurat. Word processing and Internet skills allow them to write newspaper items about 'celebrity gods' for history work on the Greeks. They also show confidence in producing their own curriculum vitae and write imaginative stories, such as one outlining a virtual Annunciation by e-mail to Mary in RE. At present not enough work is carried out on control work, but the equipment has been purchased and will be implemented in the coming year.

102. Teaching is good and has improved significantly since the last inspection and this has increased the accuracy and enthusiasm of pupils. However, teachers range in levels of confidence. Many lessons have pace, imagination and clear targets for pupils, but some are still do not challenge those pupils with advanced ICT skills.
103. At present there is no unified guidance on planning and the assessment of pupils and their progress is weak. However, this is planned, as is the appointment of a permanent co-ordinator for the Autumn term. The ICT suite still has limitations of space and visibility that restrict many lessons. The lack of technician support also restricts developments in both teaching and teachers' professional development.

MUSIC

104. By the ages of seven and eleven standards meet national expectations. Teaching and co-ordination is of a high quality. Where the co-ordinator supports non-specialist teachers, standards have been raised and teacher confidence enhanced. Music provides a very good vehicle for involving all pupils and many of their parents in a vibrant and co-operative activity, particularly with regard to singing. It also provides opportunities for all pupils to be included, especially within the excellent singing lessons.
105. Only two lessons were observed, together with two singing practices taken by the co-ordinator, the headteacher. Nevertheless, scrutiny of teaching plans and discussions with teachers and pupils show that standards have risen significantly since the last inspection with regard to individual and whole school singing. Younger pupils enjoy singing, showing good attention to beat and phrasing. Older pupils perform a wider range of songs, including hymns and music hall songs. Most do so with verve and very good performance skills. When this is lacking, inspirational teaching raises both the level of performance and enjoyment through a combination of teacher expertise and motivational materials. The choir is an integral part of the curriculum. Over 60 junior age pupils belong and its reputation is very high.
106. A very good Year 1 music lesson explored rhythm and pulse with a view to introducing the idea of accompaniment. The teacher provided pupils with clapped patterns to imitate, using a fast, boisterous pace. The whole lesson was carried out in an atmosphere of humour and informality, but with a concentration on accuracy and impact. Consequently all pupils made very good progress and all showed an understanding of 'beat', 'rhythm', 'accompany', introduction and 'repeat'. In a very good Year 3 music lesson, pupils developed a summer soundscape using voices and a small range of instruments. The teacher demonstrated very good knowledge of both music and the links between it and moods. The use of positive feedback to pupils ("You are stars.", "What a good idea.") and the emphasis upon total involvement meant that all pupils had to think which instruments created which moods. This in itself assisted in developing some imaginative ideas, one pupil, for example, choosing a tambourine to evoke the crackling of meat on a barbecue.

107. Management of music is good and the subject is developing well. The co-ordinator is a good role model for both musical and performance skills. He has ensured that all staff work from a published scheme which covers the full range of the primary music curriculum. In addition, he has given his time to class teachers, so that he can introduce a topic or technique and increase the teacher's confidence for the future. There is currently little use of ICT to develop composing and notation skills. Individual instrumental work is encouraged and external teachers support individuals and groups, especially with fife and brass. This enriches assemblies and performances.

PHYSICAL EDUCATION (PE)

108. Pupils' attainment is in line with that expected of seven-year-olds and exceeds expectations in games, dance and swimming by the end of Year 6. This level of attainment has been maintained since the last inspection. Lessons in games and dance were observed during the inspection but through the year pupils take part in all aspects of the PE programme. Swimming is given a high priority and currently all pupils in Years 2, 3, 4 and 5 have regular swimming lessons. This provision, combined with extra swimming activities provided by the parents has contributed to the high standards pupils achieve in swimming.
109. The teaching is good and consequently all pupils make good progress. Teachers begin lessons with effective warm-ups and most pupils know why it is important to warm-up before physical exercise. Teachers have good subject knowledge and teaching is well focused on developing and evaluating skills. A good example of this was seen in a Year 6 lesson where pupils were developing their running skills well, in preparation for sports day. Good teaching of running techniques ensured all pupils improved during the lesson. In a very good Year 5 lesson focussed on cricket skills, the teachers' very good subject knowledge ensured a well-balanced lesson. All pupils worked hard, first bowling underarm and then over arm to their partners. Each pupil learnt how to hold a bat properly and many could hit the balls bowled to them. Opportunities to evaluate techniques were given alongside some very good instruction where needed. This resulted in rapid progress being made by all pupils and achievement in this lesson was good.
110. Teachers generally have high expectations of behaviour and performance. This results in good response from pupils in lessons. They work hard, reacting enthusiastically to teachers' instructions, and co-operate well when working in pairs and in groups. Assessment procedures are satisfactory and teachers highlight those pupils who have not achieved or exceeded the objectives at the end of each lesson. This information is used appropriately to plan future lessons and to track pupils' attainment and progress. Lessons give pupils with good opportunities to develop social skills. They are given time to reflect on their own performance and those of others.
111. Leadership and management are good. The co-ordinator provides good support for her colleagues and has worked hard to ensure that the subject has a high profile in the school. This has enabled the high standards to be maintained across the school. The co-ordinator has identified that the time taken for swimming tuition is high and does not benefit those who attain above expectations. The modified arrangements, from September 2003, are designed to maintain the same high standards, whilst providing more balance to the PE curriculum. There have been very few opportunities for the co-ordinator to monitor the quality of teaching of PE but has provided both the whole school and individual training for colleagues. The school is now in partnership with a

group of local schools and is becoming more involved in inter-schools sporting activities. For example pupils in Year 5 are going to take part in a cricket tournament. This, together with the satisfactory range of extra-curricular sporting activities on offer, is having a positive impact on pupils' learning.

RELIGIOUS EDUCATION (RE)

112. Standards meet the expectations of the locally agreed syllabus and have been sustained since the last inspection with pupils' achievement being sound over time. The programme of work focuses on learning about and from religious and human experiences. The principle focus is the teaching of Christianity, but differences in other religions are explored through Judaism and Islam. This provides strong support for teachers in their planning and identifies appropriate resources and religious artefacts to enhance the quality of pupils learning. Religious education has an established place in the curriculum and makes a good contribution to pupils' spiritual, moral and cultural development.
113. By the end of Year 2 pupils are able to retell some of the stories Jesus told and to appreciate special books such as the Bible, Qur'an and the Torah. In a Year 1 lesson pupils discussed talking to God and one boy spontaneously asked if he could say a prayer in front of the whole class. Year 2 pupils viewed a video of how and where an Islamic boy prays, and discussed the differences and similarities between this and a Christian. Year 4 pupils prepared a Passover meal and understood the symbolism associated with the different foods on the Seder plate. Good planning, organisation and management of pupils resulted in an experience that reinforced their understanding of the importance of this event in the Jewish religion. By Year 6 pupils have a reasonable understanding of Christianity, Judaism and Islam. They are beginning to recognise that, as they get older, they are changing and growing in their beliefs and ideas. In a short introductory lesson, pupils began to explore the purpose of pilgrimages and identified some of the places that are sacred to different religions.
114. Teaching is good and there is an appropriate balance between discussion and recorded work. Written work is always well presented and often accompanied by good quality illustrations. In discussion, teachers have high expectation of the quality of pupils' thinking and use meaningful questions to extend their ideas and opinions. This helps their understanding and empathy. Good links have been established with the local church. The vicar is a regular visitor to the school and the church is well used. For example, Year 3 pupils, under the guidance of the vicar, performed a Christening service.
115. The co-ordinator is conscientious in maintaining resources for the subject and ensuring that the planned curriculum is delivered, although there is no monitoring of the subject or assessment of pupils understanding to establish targets for further raising standards.

