

INSPECTION REPORT

OAKTREE NURSERY AND PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 132064

Headteacher: Mrs Ann Harris

Reporting inspector: Mr Andy Bond
17263

Dates of inspection: 16th - 19th September 2002

Inspection number: 248890

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Priory Road Swindon Wiltshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Burles
Date of previous inspection:	Not applicable

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17263	Mr Andy Bond	Registered inspector	Physical education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
9146	Mr Mark Brennand	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How the school works in partnership with parents
20230	Mrs Jenny Clayphan	Team inspector	Areas of learning for children in the Foundation Stage Art and design Geography	
22352	Mrs Frankie Gaywood	Team inspector	Information and communication technology Music	Educational Inclusion
20846	Mr Alan Wilson	Team inspector	Mathematics Religious education	The quality and range of the curricular and other opportunities offered to pupils
27240	Mr Tony Hooper	Team inspector	English Design and technology	English as an additional language
10204	Mr David Vincent	Team inspector	Science History	
20745	Mr David Williams	Team inspector		Special educational needs

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oaktree Nursery and Primary School is a new school, formed by the amalgamation of two schools on the Park South housing estate in Swindon. Social and economic statistics indicate that the school is located in an area with a high level of deprivation. The school provides education for boys and girls between the ages of 3 and 11. There are 309 pupils on roll, which is more than in most primary schools. Just over half the pupils are entitled to free school meals, which is well above average. Forty-two per cent of pupils are on the register of special educational needs, which is also well above average. The proportion of pupils with a statement of special educational needs is just above three per cent, and this is above average. Over half the pupils with special needs have moderate learning difficulties, and a further fifth have emotional and behavioural difficulties. A large number of pupils leave or join the school part way through the school year. The vast majority of pupils are from white ethnic backgrounds but a very small percentage have Asian or black backgrounds. There is one new entrant who is at an early stage of learning to speak English. The children's attainment on entry to the nursery is very low, particularly in the area of language development. Over the last two years, the school has had significant changes of teaching staff. The school has a 12-place unit for pupils with moderate learning difficulties.

HOW GOOD THE SCHOOL IS

Oaktree Nursery and Primary School provides pupils with a good education. The pupils attain standards that are well below average, but they are improving steadily. Pupils make sound progress in Key Stage 2¹, but their progress is good in the Foundation Stage² and Key Stage 1³ because teaching and learning are good. Overall, the quality of teaching and learning is satisfactory. The headteacher provides the school with very good leadership. The school gives satisfactory value for money.

What the school does well

- The leadership and the management of the school are very effective.
- A good, interesting range of learning opportunities is provided which promotes pupils' personal development well.
- Teaching is good in the Foundation Stage and in Key Stage 1.
- Within the school there is a good, caring atmosphere and a strong community team spirit, which has a very positive impact on school improvement.
- Pupils with special educational needs receive good support and make good progress.
- The nursery provides children with a good start to their education.

What could be improved

- Standards in English, mathematics and science throughout the school.
- Systems for managing pupils' behaviour.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE AMALGAMATION

There has been a very good level of improvement since the school was amalgamated in January 2000. Standards have risen steadily during the last two years. Pupils' attitudes to school, and their behaviour, have improved significantly. Parents are involved much more in their children's schooling. The school now provides a much more stimulating learning environment. The school's procedures for caring for pupils have been strengthened and assessment systems have improved in recent times. The leadership and management are much stronger and now give the school clear direction.

¹ Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

² The Foundation Stage relates to children from the age of three to the end of the reception year.

³ Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.

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 ⁴
	1999	2000	2001	2001
English	N/A	E*	E*	E*
Mathematics	N/A	E*	E*	E*
Science	N/A	E*	E*	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table above sets out the results in the National Curriculum tests for 2001 taken by pupils at the end of Year 6. It shows that results were very low in English, mathematics and science, and were amongst the lowest five per cent nationally. Compared with similar schools, the results for English and mathematics were very low and for science they were well below average. The unconfirmed 2002 National Curriculum tests reveal similar very low standards for English but, in mathematics and science, standards have improved. The standards achieved by the pupils currently in Year 6 are similar to those pupils who were in Year 6 last year, and these are judged to be well below average in English, mathematics and science.

In 2001, standards in National Curriculum tests and tasks for pupils in Year 2 were well below average in reading, writing and mathematics but when compared with similar schools they were average. The teachers' assessments of pupils' attainment in science indicated that standards were well below the national average. The unconfirmed results for 2002 show a slight decline in standards in reading and writing, overall, but a noticeable improvement in mathematics. The teachers' assessment of pupils' attainment in science shows that more pupils reached average levels, but that no pupils obtained a level above average. The pupils currently in Year 2 are judged to be attaining below average standards in reading, writing, mathematics and science. Children make generally good progress in the nursery and reception classes, but, even so, their attainment is well below average by the time they start Year 1. Boys and girls achieve fairly similar results in National Curriculum tests in Year 6. In Year 2, girls do better in reading and writing and boys do better in mathematics. Pupils make sound progress in Key Stage 2 and good progress in Key Stage 1.

Standards are improving steadily in mathematics and science but results in English in the tests in 2002 were fairly similar to the previous year. Inspection evidence shows that the new systems introduced over the last two years, together with the improved teaching and learning, are slowly having a favourable impact on standards throughout the school, but for those pupils at present in Years 5 and 6 there has been insufficient time further to benefit fully from these changes. Those pupils currently in lower Key Stage 2 are expected to reach higher standards by the time they reach Year 6 than previous groups of pupils.

In other subjects, standards are broadly average, except in music, history and information and communication technology where they are below average by the end of both key stages. In geography, standards are below average by the end of Key Stage 2. Nevertheless, pupils generally make sound progress and show appropriate levels of improvement as they move through the school.

The school has set realistic targets for pupils' attainment in Years 2 and 6 in English and mathematics for 2003. On the basis of inspection evidence these targets are achievable.

⁴ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils enjoy school.
Behaviour, in and out of classrooms	Satisfactory. Pupils' behaviour has improved and is generally satisfactory, but some older pupils enter and leave school at break times noisily, and become restless in the afternoon.
Personal development and relationships	Satisfactory. Pupils generally get on well with each other but do not always have the confidence to use their initiative.
Attendance	Poor. Attendance is well below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Good	Sound

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

The quality of teaching and learning is sound throughout the school. Over a half of all lessons observed were good or better. In the Foundation Stage and Key Stage 1 teaching was judged to be good. In Key Stage 2, teaching was generally sound, however, there were examples of good and very good teaching in some lessons. Only a very small number of lessons were judged to be unsatisfactory, largely because new teachers, who were unfamiliar with their pupils and school routines, had not had enough time to settle in. As a result, the match of work to pupils was not always appropriate, and strategies used by these teachers in managing pupils' behaviour were not entirely effective, which made the rate of learning unsatisfactory.

Teachers have good knowledge and understanding of the subjects they teach and ensure that pupils become more knowledgeable and deepen their understanding. The basic skills, especially in literacy and numeracy, are taught well and this enables pupils to make sound progress in their learning. Teachers assess pupils' work thoroughly and adjust their planning so that work is usually well matched. In the Foundation Stage and Key Stage 1, teachers set more challenging and stimulating tasks and this increases pupils' rate of learning. All pupils' needs are met well, including those with special educational needs and pupils who enter school part the way through the school year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are varied and interesting learning opportunities provided for pupils.
Provision for pupils with special educational needs	Good. The curriculum is adapted and well planned for pupils' needs. The 'Launch Pad' ⁵ provides good, learning opportunities well matched to the needs of these pupils.
Provision for pupils with English as an additional language	No additional support is given, but staff provide appropriate learning activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school fosters pupils' spiritual, moral, social and cultural development well by providing a wide range of relevant experiences.
How well the school cares for its pupils	Good. The school takes good care of its pupils. Assessment procedures are very good. Some systems for promoting good behaviour could be more consistently applied.

Parents have very positive views of the school and recognise the very good level of improvement in the last two years. There are very good relationships between parents and school staff.

⁵ Launch pad – the school's special educational needs unit.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives very good leadership. She has made a very positive impact on the school. The deputy headteacher, senior staff and subject leaders all fulfil their roles well.
How well the governors fulfil their responsibilities	Good. The governors are committed to the school. They have a very good understanding of all the strengths and weaknesses of the school and help to shape its direction.
The school's evaluation of its performance	Good. The school analyses its performance well and sets new, appropriate targets for improvement.
The strategic use of resources	Good. Financial resources are used effectively to support school development. The school knows how to get good value from its expenditure.

The school is staffed well by a dedicated team of teachers, teaching assistants and ancillary staff, all of whom work hard to improve the school. The accommodation has improved significantly, and is now more attractive and stimulating. Learning resources are satisfactory.

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 progress made by their children. • The good leadership and management. • The high expectations of the school. • Their children like school. • The quality of teaching. • The approachability of the staff. 	<ul style="list-style-type: none"> • The right amount of homework. • The behaviour in school. • Some parents were not sure about the range of activities outside school.

The inspection team share the very positive views of parents. A very small percentage of parents who replied to the questionnaire thought that the balance of homework was not right. Inspectors believe that, overall, the quality and quantity of homework are satisfactory. Some parents were concerned about the behaviour in school. Inspectors found that behaviour was satisfactory overall, but that there is still some scope for improvement however, since the amalgamation, this area has improved quite significantly. Inspectors do, however, agree with some parents who expressed the view that those pupils who are consistently well behaved could be praised more often. Some parents were unsure about the range of activities outside school. Inspectors judge these to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the nursery with very low standards, especially in their language and mathematical development. The welcoming environment allows children to settle into school well and, gradually, they begin to make good progress in their learning, even though their concentration is limited. Teachers in the nursery and reception classes provide children with a stimulating learning environment, which builds up children's confidence as well as their skills, knowledge and understanding, across all the areas of learning. The quality of teaching is good in the Foundation Stage. Teachers and teaching assistants are skilful and they devise imaginative opportunities to enhance the progress children make. Even so, by the beginning of Year 1 only a small number of children attain the Early Learning Goals⁶ and their levels of attainment in mathematical development and communication, language and literacy are still well below average.
2. The National Curriculum test results for 2001 showed that the standards reached at the end of Year 2 in reading, writing and mathematics were well below average. Teachers' assessment of pupils' attainment in science also showed standards to be well below average. Only a small proportion of pupils reached above-average levels, with the exception of mathematics, and a comparatively high proportion of pupils failed to gain the average national level. However, compared with similar schools, standards are average. The unconfirmed National Curriculum test results for 2002 show a similar picture, with a slight improvement in mathematics and a slight fall in reading and writing. Evidence from the inspection shows that, pupils currently in Year 2 are attaining standards which are below average in reading, writing, mathematics and science.
3. Standards are improving steadily from a low base level, because the quality of teaching and learning in Key Stage 1 is good. The new procedures put into place by the headteacher over the last two years have created a good learning atmosphere in the school that promotes good attitudes to work and good behaviour. Its impact on standards in Key Stage 1 is having a more immediate effect.
4. The results of the National Curriculum tests in 2001 showed that the standards attained by pupils at the end of Year 6, were very low in English, mathematics and science, and amongst the lowest five per cent nationally. Compared with similar schools, standards are still very low except in science, where they are well below average. The unconfirmed National Curriculum test results for 2002 are fairly similar in English, but better in mathematics and science. More pupils are reaching average and above-average levels, and fewer pupils are recording levels below average, especially in mathematics and science. Evidence from the inspection confirms that standards are well below average with standards of speaking and listening being of particular concern. However, when taking into account their prior attainment, pupils make sound progress in Key Stage 2.
5. There are difficulties that the school is striving to overcome in order to raise standards. The vast majority of children enter school with low levels of attainment in basic literacy and numeracy. Children's speech development is particularly poor and this delays their progress in other areas of language. Number concepts are not well established on entry to the nursery and staff have to work hard to compensate for this weakness. There are high mobility rates; a high percentage of pupils move in or out of the school part way through the year for family reasons. This disrupts their education and delays their progress. The school has a high percentage of pupils with special educational needs, many of whom have emotional difficulties and they find it difficult to settle to school routines and conform to normally expected behaviour patterns. However, the school is identifying the right priorities and there are encouraging signs that standards are beginning to rise. If the current levels of progress are maintained, there are

⁶ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

positive indications that the pupils now in Year 4 will achieve much better results at the end of Key Stage 2.

6. Pupils' progress is generally good in Years 1 to 4 because the new systems put into place by the headteacher are having a positive effect on pupils' learning. In Years 5 and 6, progress is not as fast, but, nevertheless, it is sound. A comparison between the results at the end of Key Stages 1 and 2, of pupils leaving the school last year, supports this judgement. Pupils in these year groups have not had the long-term benefit of the changes made in the last two years. Some of their negative attitudes to learning relate to their experiences prior to amalgamation. Teachers have to work hard to retain pupils' interest, and need to reinforce their expectations of pupils' behaviour regularly, in order to keep pupils on track with their learning. These steps are necessary, but they have the effect of slowing the rate of pupils' learning. Attendance levels are also lower at the end of Key Stage 2, despite the considerable efforts made by the school. However, this has a detrimental effect on pupils' progress and is yet another reason why standards, although improving, are still well below average at the end of Key Stage 2.
7. Standards in information and communication technology have improved quite significantly in the last two years because of the installation of computers in the library and additional staff training, but they are still below average in both key stages. Some of the more sophisticated skills, such as the use of electronic mail, or downloading information from the Internet, are being acquired by older pupils but more practice is needed in order that pupils can improve their proficiency in the development of these skills.
8. In music, standards are below average at the end of both key stages. Although pupils' singing is generally of a good standard, the other areas of music are weaker. In history, standards are also below average in both key stages, and in geography standards are below average at the end of Key Stage 2. In history and geography, pupils' under-developed literacy skills hamper their attainment, and there are also specific weaknesses in chronology in history, and the systematic building of skills in geography.
9. In religious education, art and design, design and technology and physical education, standards are average. In all the non-core⁷ subjects, pupils generally make sound progress throughout the school, when taking their prior attainment into consideration.
10. Achievement by pupils with special educational needs is good, given their starting points. The school has a well above average numbers of pupils with special educational needs. These pupils receive good levels of support and make good progress towards the targets in their individual education plans, and good general progress in their work. They achieve standards that reflect their level of attainment. Provision to support these pupils within classes is good. Teachers and teaching assistants receive very good support from the special needs co-ordinator. In literacy and numeracy lessons, when pupils are withdrawn from classes to have their lessons in the Launch Pad, the support they receive is very good. There is a sharp focus on improving pupils' literacy and numeracy skills, with successful strategies in operation.

Pupils' attitudes, values and personal development

11. This is a school that has made significant strides to improve the attitudes of pupils to their learning. Great emphasis has been placed on developing a social and moral code, which has been missing from many pupils' lives outside school. Whilst much has been achieved in a short time, the school is not complacent in recognising that that there is much still to be done. As a consequence, pupils' attitudes are satisfactory.
12. The pre-inspection parents' questionnaire indicated that the vast majority of pupils enjoy school. This positive attitude is most evident in the Foundation Stage, Key Stage 1 and in Years 3 and 4, where pupils show high levels of interest and enthusiasm for lessons, particularly when teaching is well paced and stimulating. Unfortunately, a small number of pupils in Years 5 and 6, who have insecure and disjointed home backgrounds, demonstrate less enthusiasm. Much of the cause of this is their experience of education prior to

⁷ The non-core subjects are all subjects apart from English, mathematics and science.

amalgamation two years ago. During the inspection, in a number of lessons, particularly those in the afternoon, new teachers found it difficult to maintain pupils' good behaviour. Not unreasonably, they found themselves being drawn into dealing with the poor behaviour of the few by using negative strategies rather than praising the good behaviour of the many through positive reinforcement. Furthermore, outside the classroom, in the communal areas, pupils were insufficiently monitored. This meant that they were allowed to come in from play unchecked, both in terms of the level of noise and the way in which they moved along corridors and up stairways.

13. Despite these negative aspects, there are many examples of good and often very good behaviour observed throughout the school, including Years 5 and 6. There was evidence of good behaviour by the vast majority of pupils especially during the morning sessions. This indicates that the systems that have been put in place are beginning to have an effect and that, over time, behaviour in the school will improve. This is to the school's credit, as is the fact that there is, currently, only one fixed-term exclusion. No incidents of bullying were observed during the inspection and pupils and parents are confident that any such incident would be dealt with effectively.
14. Children in the nursery and reception classes have positive attitudes to learning. They are delighted to be in school. The behaviour is good because they are clear about what is expected of them in sessions. They co-operate well and help each other, especially when working on the computer. In 'circle time'⁸ they are fairly attentive and can listen to each other for a reasonable length of time.
15. The school tries hard to foster good behaviour and positive attitudes to learning, and expends considerable time and effort in order to ensure that all pupils' needs are considered and met. However, those pupils who join the school for a relatively short time, sometimes find it hard to comply with the rules, or to make firm relationships.
16. Pupils' personal development is satisfactory. In the early years, they are beginning to make choices and to share responsibility for putting out and clearing away equipment. However, across all the years there are a number of pupils for whom concentration is difficult. This means that they do not always listen to instructions from teachers or to the answers given by their classmates, which has a detrimental impact on their learning. In addition, throughout all years, pupils' social development is restricted by their limited range of vocabulary. Overall, relationships in the school are good. Discussion with pupils in Years 2 and Year 6 confirmed that they have many friends and they understand the difference between right and wrong. Much of this has to do with the role played by teaching staff who spend much time counselling pupils. Assemblies are also used to teach pupils about values and respect. Classroom monitors, playground buddies, hall and playground monitors, and the School Council, provide opportunities for pupils' personal development. Whilst this provision is good, too few pupils were observed working independently in the classroom, making the aspect satisfactory overall.
17. Attendance at 90.8 per cent for the last academic year is poor. The level was adversely affected by a small number of long-term absences due to sickness. A small number of parents do not see their children's education as a priority and do not ensure that attendance is regular.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning throughout the school is judged to be sound. In the Foundation Stage and Key Stage 1 it is good. In Key Stage 2, the standard of teaching is sound with almost half of the lessons observed being good or better. A small percentage of lessons, four per cent, were judged to be unsatisfactory. These were limited to lessons being taught by new teachers who had insufficient time to adapt to school routines and familiarise themselves with pupils. The work provided was not always well matched to the needs of the pupils and the teachers' strategies for managing pupils' behaviour were not entirely effective. This slowed the rate of pupils' learning, so that insufficient progress was made in the lesson. Ninety-six per cent

⁸ 'Circle time' is a session provided for pupils to discuss certain matters, as a class, following strict rules about listening to others and taking turns to speak.

of lessons were satisfactory or better, and 60 per cent were good or better. In every year group, good teaching and learning was observed. Nineteen per cent of lessons were very good or better, a high proportion of which were in Year 2.

19. Since the school was amalgamated just over two years ago, school-based evidence shows an improvement in the quality of teaching and learning. The staffing has been restructured, and a good balance of young and experienced teachers have blended together well. The monitoring carried out by the headteacher has sharpened teachers' effectiveness. They understand the strategies required to deliver a good lesson much more clearly now. Improved strategies for managing pupils' behaviour have also helped to boost the quality of teaching and learning.
20. In the Foundation Stage, teaching and learning are good. Planning is undertaken very thoroughly by teachers and teaching assistants, so that a consistent approach is applied. Teachers praise and encourage children regularly, building up their confidence to try new experiences. Children concentrate well because role-play activities are stimulating and the number of adults to children is high, so that support is almost always close by. Children with specific difficulties are given valuable help. An example of this support concerned a recently enrolled child who is at an early stage of learning to speak English. The teacher engaged her in conversation, enunciated words clearly and slowly, whilst pointing to objects and giving them names, which were repeated by the child.
21. Teachers working in Key Stages 1 and 2 teach the basic skills well, especially to improve pupils' numeracy and literacy skills. In a Year 2 English lesson, for instance, the teacher explained carefully how commas, capital letters, and full stops should be used in sentences, then reinforced this when she moved around the classroom whilst the pupils were working on their tasks. Teachers also develop pupils' literacy and numeracy skills in other subjects, for instance, when compiling sentences concerning the interests of Henry VIII, or measuring materials in design and technology. This helps to reinforce and build up the important skills pupils need to make progress in their learning.
22. In most subjects, as well as in the areas of learning in the Foundation Stage, teachers have a good grasp of the subject material they are teaching. They teach with confidence and have a secure knowledge. In a Year 5 science lesson, for instance, the teacher explained accurately how heart rate increases during vigorous exercise, because blood is circulating round the body much more rapidly. Pupils experimented themselves and recorded their pulse rate to confirm the theory. Their understanding deepened because the activities were relevant and interesting and their knowledge of the body's systems was enlarged.
23. Teachers plan thoroughly and set suitable objectives at the start of the lesson, which are usually shared with pupils so that they are clear about what they have to do. The majority of teachers have appropriate expectations and set work matched well to pupils' need. In Key Stage 1, teachers' expectations are generally higher. Teachers extend pupils more by keeping up a good pace and by ensuring that tasks stretch pupils intellectually and physically. Most lessons follow a similar pattern; an introduction, when the teacher explains the purpose of the lesson, followed by some questioning from the teacher, and then consolidation activities. Finally, there is a session at the end of the lesson, during which the teacher reinforces what has gone before. These lessons tend to be successful when introductions are brief, activities interesting and stimulating, and the conclusion sharp and relevant. However, when the introduction is too long and laboured and the activities fail to interest the pupils, their concentration levels wane and they become restless. This results in a slowing of learning and insufficient gains are made. This is more prevalent in afternoon sessions, when pupils become tired.
24. Generally, teachers manage their classes effectively. They know their pupils well and have formed surprisingly good relationships in a short time. They are sympathetic to pupils' needs, but firm when the need arises. Pupils respond well to praise and encouragement but too often the teachers' time is taken up with attention-seeking boys, particularly in upper Key Stage 2 classes, who want to present their views but are not prepared to listen to others. In general, teachers could do more to encourage quieter pupils to participate, especially girls, who are well behaved almost all the time.

25. Teaching assistants make a valuable contribution to lessons. They intervene well when pupils are working, use their initiative, and form good relationships with pupils. They often work with small groups of lower-attaining pupils, helping to clarify their thinking and giving them confidence to tackle tasks. There is a good rapport between adults in the classroom that often enlivens lessons. Most lessons move along at an appropriate pace, and, occasionally, teachers give pupils reminders about how much time they have left to complete tasks so that they speed up their rate of working. Learning resources are used properly to develop pupils' skills, understanding and knowledge. Teachers are usually well organised and have materials close at hand so that little teaching and learning time is wasted.
26. Pupils' work is assessed thoroughly. Work is marked regularly and teachers make comments in exercise books, which offer encouragement to pupils. The most effective marking is exemplified by comments, which tell pupils clearly what they need to do to improve. Teachers usually circulate around the classroom whilst pupils are working on tasks, view the standard of work being produced and ask questions to check the level of pupils' understanding. Evaluation of the quality of lessons takes place and this often leads to modification of the following day's lesson, particularly in literacy and numeracy. In these two subjects, teachers are beginning to set individual targets for pupils to attain. They are often pasted into the cover of their exercise books so that pupils can refer to them regularly.
27. Homework is set regularly and is matched appropriately to the work that pupils undertake in school. A homework club has been established to help those pupils who find it difficult to work at home. Most pupils read regularly at home and teachers check their progress through reading diaries, although some are not always used as effectively as they could be.
28. Teachers understand and plan effectively for individuals and groups of pupils, in most instances. They value all contributions, modifying their questions to suit individual pupils and regularly checking that learning is taking place. All pupils are fully integrated and supported well. This is important for those pupils whose time in the school may be short, due to family reasons.
29. Overall, pupils with special educational needs are taught effectively and they learn well. Teaching and learning in the Launch Pad is good. Pupils make good progress due to the high quality support they receive from teachers, teaching assistants and visiting teachers. For example the advisory teacher for the visually impaired makes a very positive contribution to the education of a pupil who needs help. She makes regular visits, giving specialist advice to the teacher and the 'one-to-one' teaching assistant. This additional input ensures not only that the pupil makes good progress in relation to other members of the class, but also receives the specialist input required, for example, by being taught Braille and touch-typing. Pupils' individual education plans are of good quality and are used effectively to help pupils learn well. Targets are precise and show exactly what is needed to help each pupil. Teachers are aware of these and support pupils well in lessons. Pupils with special needs are fully involved in lessons. In many lessons, pupils receive additional support of good quality from the teacher and from teaching assistants. This good quality support ensures that pupils make good progress. On occasions, pupils with emotional and behavioural difficulties are confrontational and disrupt lessons. Although the school has strategies for managing the behaviour of such pupils, these are not always applied with consistency.

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

30. Since the amalgamation, the headteacher, governors and staff of the school have worked hard and successfully to develop a varied, interesting and broad curriculum of good quality which meets statutory requirements. The headteacher is committed to ensuring that the pupils' personal, as well as academic, education is developed well. Accordingly, the timetable is arranged so that each day provides an interesting variety of activities. There is good support for pupils with special educational needs and care is taken to ensure that pupils of all abilities and of different ethnic backgrounds are fully included in all aspects of the curriculum. Strong emphasis has rightly been placed on developing a good scheme of work for personal, social

and health education, supported by a wide range of extra-curricular activities. Daily acts of worship fully meet requirements and also greatly contribute to pupils' personal development. Moral and social issues are discussed in assemblies and explored further in religious education and personal, social and health education lessons. Subjects such as healthy eating are examined through science. Drugs awareness is sensitively promoted from an early age, and the school nurse provides opportunities for pupils to discuss their sexual development. Other strengths have also begun to emerge since amalgamation. For example, governors have made good use of specific grants to provide a computer suite and, while there are still shortcomings in the design and layout of the computer room, teachers are actively seeking opportunities to use information and communication technology in subjects across the curriculum. The school has worked hard to improve the school environment and to involve pupils in the process. To this end, their artwork, well supported by a successful 'artist in residence' project, has had a significant and beneficial impact on the appearance and ethos of the school. Teachers are also making good use of the national strategies to develop literacy and numeracy skills. The length of the school day meets statutory requirements, although teaching time is sometimes lost at the end of the morning break, and after lunch in upper Key Stage 2, when pupils return noisily to their classrooms. This is an issue for the school to consider.

31. The school has forged strong links with a local secondary school, which specialises in performing arts and provides opportunities, for example, for Year 6 pupils to take part in Year 7 productions and for Year 7 students to help during Oaktree School's annual arts week. The school also provides training opportunities for sixth formers on work experience and for students on nursery nurse training.
32. The school has designed a curriculum, which caters for all pupils across a range of interests and abilities. This allows all pupils opportunities to do participate in creative activities, for example in art, singing, or drama. The school's emphasis on performing arts, which is designed to permeate the whole of school life, is helping to raise pupils' self-esteem and offers those pupils who have a disjointed home-life, an alternative view and opportunities for self-improvement.
33. The curriculum is suitably adapted for pupils with special educational needs, both for those pupils who remain in their own class for all lessons, and for those who attend the Launch Pad. Particular care is taken by the special needs co-ordinator to ensure that all pupils with special needs receive a broad, balanced and relevant curriculum; for example, the timetable for those pupils who attend the Launch Pad is carefully organised to ensure that they receive additional support during those lessons when their own classes are having literacy and numeracy sessions. Arrangements for the identification of pupils who may have special educational needs are good. Policies and procedures meet statutory requirements. Pupils with special educational needs have appropriate programmes of work provided for them, based on the targets agreed at the annual review of the statement of special needs. Within lessons, teachers plan carefully to meet the needs of these pupils. Teaching assistants are very well used to giving support on either an individual or small group basis. Teachers plan to involve pupils with special needs in all lessons and make them feel full members of the class and help them to experience success whenever possible. The school is successful in its aim to give all pupils equal access to all activities, regardless of ability, gender, race, and of special educational needs.

Extra-curricular activities

34. Provision for extra-curricular activities is very good. All teachers are encouraged to run an out-of-school activity and this is reflected in the wide range of sporting and non-sporting activities which the school provides. Football, basketball, gym, gardening, design and technology, art, choir and homework clubs all provides a rich diet. Support from pupils of both genders is good, and activities are available to all pupils from both key stages, which is not the usual picture in schools. Activities are generally supported well and compensate for some of the lack of opportunity which many pupils experience outside of school.

35. Extra-curricular provision is very good for pupils with special educational needs. The co-ordinator organises a 'drop in' club for those parents whose children have special educational needs. This provides an informal opportunity to share information and discuss concerns.

Links with the community

36. The numerous links which the school has with its local community provide an extra dimension to pupils' experiences of the wider world, making this aspect good. The Oaktree Partnership draws in health visitors and local play leaders and there are also links between the local library and children in the Foundation Stage, and pupils in Key Stage 1, who visit the library once a week. Links with local businesses tend to be limited to writing to firms to donate prizes for the annual Christmas and summer fayres, and to a local printing firm, which donates paper off-cuts for recycling. The local vicar is the Chair of Governors and he regularly presents school assemblies. Grandparents are also encouraged to come in to talk about their lives, both from an historic and a cultural perspective.

Provision for pupils' personal development

37. The attention the school pays to helping pupils develop spiritual, moral and social understanding is beginning to have a positive impact on how the pupils interact with their teachers and each other. All facets of spiritual, moral, social and cultural development are well planned across the curriculum, so that teachers affirm and reaffirm the values by which this school community functions. Overall, the provision is successful, with spiritual and social aspects having very positive effects upon the pupils' learning, whilst moral and cultural provision, although good, still needs more time and consistency of approach.
38. The school has decided upon an appropriate set of values and beliefs within which it will function. These permeate 'value assemblies', which include collective worship, personal, social and health education, and 'circle time' themes. During the week of inspection, the theme was 'courage'. Teachers encouraged pupils to explore the many facets of courage, on many occasions and in different situations. In the first assembly of the week, the headteacher invited pupils to share experiences where they had needed to overcome fear and be courageous. Many of these experiences showed real insight into the meaning of courage, not least of which were those recounted by a pupil who is visually impaired. He recounted how strange it felt to be in the 'big scanning machine', with the sensation of movement, but no sight. The school has a caring, nurturing ethos in which all pupils are valued. Shared moments, planned or incidental, help the pupils to understand their own feelings and those of others. Frequent mention is made of 'the television image in your head, of yourself'. The headteacher and staff use this device to enable pupils to see and then to change what is not appropriate, especially in modifying behaviour. On the last day of the inspection, a very good 'circle time' was observed involving pupils in Year 6. Again, the theme was courage, and the teacher led the discussion very well as the pupils explored having the courage to take a risk, particularly in their learning, when they found something hard to cope with. As pupils' shared their experiences with others, it became obvious that they all appreciated each other's points of view, and were exercising moral judgment and social understanding in this spiritual atmosphere.
39. Provision for pupils' moral development is also linked throughout the whole curriculum. Pupils are shown a clear moral code and are developing a sense of right and wrong. This aspect has grown and gradually permeated through the school. Evidence suggests that behaviour and relationships were poor prior to the appointment of the new headteacher, and improvements have taken place as a result of the procedures she has introduced. Now, teachers foster co-operation with others and expect the pupils to take responsibility for their own actions, with frequent reminders of the need to respect the right of other pupils to learn. They have drawn up a very good behaviour policy, agreed by all, with appropriate strategies to deal with unacceptable behaviour. However, it is not always applied consistently in all classrooms, and this inconsistency of approach means that the school's provision for moral development is less effective than it might be.
40. The school's 'key value system' is the foundation upon which the principles of school and class life are based. Opportunities are planned across the curriculum, with the emphasis on thinking

of others, including listening, communicating and interacting in many different forms and situations. A strong emphasis is placed upon valuing all contributions, whether aesthetic, academic, social or physical. This all-round approach has led the school to link ideas and to give prominence to the performing arts and community projects, such as the choir. This enhances pupils' self-esteem and raises their self worth. The school also has the help of an artist in residence, who has led the staff and pupils through many interesting experiences, in order for them to gain an insight into their own and others' feelings. Theatre trips, drama and now music-making are adding positively to pupils' understanding. Pupils also have the opportunity to participate in the democratic processes of running the school through the school council. Elections are held and a contract is signed and entered into by the successful candidates. Minutes of past meetings indicate that pupils are concerned for their immediate environment and the well being of each other in the playground. For instance, they asked for litter pickers, small equipment and skipping ropes to play with, and made a plea for football to take up less room. Problems with toilets, after-school-clubs, and the treatment of other pupils in the playground were also voiced. The minutes also show that all these concerns were addressed favourably.

41. Cultural provision is less well developed, but is still planned for across the curriculum in order that pupils can explore stories and literature from their own culture and from some others. They begin to gain an insight into different ways of living from these experiences. Many opportunities are used to raise awareness about the lives of others and the need for tolerance. Careful choices of books and other resources are helping, but are insufficient at present. Particular talents are nurtured, for example many children sing well and are encouraged to make solo performances in order to gain confidence and increase self-esteem. Unfortunately, no music lessons take place using instruments, due to the system of payment. However, the school's employment of a specialist music teacher, to run the community choir, has been a stroke of genius. During the inspection, the weekly parents' teashop was held, hosted by pupils in Year 1, at which the choir performed a splendid series of humorous and mournful songs. The specialist teacher conducted them sensitively and with considerable charm. The staff and pupils involved responded with an excellent, moving and spiritual performance, which brought a tear to some adult eyes. The school has plans to increase this teacher's involvement in its music-making. The school has some links with Kenya, and has raised funds to support charities in the past. Posters and literature are culturally sensitive and the school addresses any incident of racism strongly, if it occurs. However, the work of the school, in this area, is now in need of further development, especially in order to help pupils understand different life styles and the diversity of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a caring school in which the social needs of pupils are well looked after, supported by a healthy and safe environment. Staff spend much time supporting pupils' emotional development by acting as good listeners and role models. As a consequence, pupils form good relationships. Pupils with special educational needs are very well supported. Systems for monitoring and improving their academic performance are very good.
43. The headteacher is the Child Protection Officer and is well versed in the procedures outlined in the school's Child Protection Policy. However, due to a child protection issue, she was unable to attend a recent Child Protection training day, and this needs to be rectified to ensure that she is kept up-to-date with procedures. In addition, all staff must be constantly reminded of her role. The school's health and safety policy is good, clearly identifying roles and responsibilities. Together with the governing body's buildings and safety committee, the headteacher carries out tours of the building, each half term, to identify risks. These are documented and, in most cases, rectified by the site manager, who along with his cleaning staff, keeps the building in good condition. The local education authority has recently audited the school's health and safety documentation, and its fire procedures, and has judged them to be excellent. A policy has recently been put in place to ensure that there is racial equality within the school. Measures are in place to make certain that there is secure Internet access.
44. Procedures for monitoring and improving attendance are good. There is an attendance policy that sets out clear roles, responsibilities and procedures. The school is aware that it needs to

do much in improving attendance and, to that end, one of the teaching assistants also doubles up as a part time education welfare officer. She monitors punctuality in the morning and will go out to the local shopping centre, when necessary, to chivvy on the late arrivals. She will also visit the homes of those pupils whose parents are experiencing difficulties in getting their children to school. The school enjoys a good working relationship with its full time education welfare officer, who makes regular visits. In addition to this work the school has introduced a range of incentives in the form of a bear called Attendance Ted, and this is awarded weekly to the class with the best attendance. This move has had a positive impact, however, whilst this good work has helped to improve punctuality, and to reduce the number of unauthorised absences, it has still to have an impact on increasing the overall level of attendance.

45. Procedures for monitoring and promoting good behaviour are satisfactory. The Behaviour Policy, supported by the systems in the Pastoral Support programme, is very good. The consistency with which these systems are applied however varies between classes and in the corporate areas. For example in one lesson a pupil was told to leave the class immediately without recourse to the 'traffic light' system⁹. By contrast, in a number of other lessons in Year 5 and 6, unsatisfactory behaviour was tolerated for too long, resulting in disruption and a loss of learning for the well-behaved majority. Well-behaved pupils are not praised sufficiently enough. That said, the behaviour of those at the lower end of the school gives rise for optimism. Their experience of behaviour management has been largely dominated by the new procedures introduced by the headteacher following the amalgamation and this provides evidence that the system of behaviour management is starting to have a positive effect. Procedures for monitoring and eliminating oppressive behaviour are very good. The headteacher takes any incidents of bullying very seriously and handles all of them personally. They are dealt with immediately and all concerned, including parents, are involved. This swift action combined with following through any occurrence, has resulted in a significant reduction in bullying. Incidents of racism are few and dealt with sensitively. The arrangements for the personal support and guidance of pupils are very good.
46. Procedures for monitoring and supporting pupils' personal development and guidance are good. Each pupil has a personal, emotional and behavioural record, and they complete this with their class teacher every half term. The school has a well-developed personal, social and health education programme central to which is 'circle time'. This time is used to discuss the types of behaviour contained in the personal, emotional and behaviour record sheet. Certificates are awarded to pupils at the high end of the scale and also to those who have shown signs of improvement.
47. The school is very aware of the transient nature of some groups of pupils. Due to family circumstances, a fair proportion of pupils find themselves in the school at short notice. Some families then settle in the area, but the pupils still need support in order to come to terms with their new environment. The headteacher and staff spend time and effort, in order to care for and ease the tension of such pupils. The care taken of the welfare of such pupils is of a high standard.
48. The school utilises a very good range of formal assessment procedures and these provide much valuable information relating to the overall performance of the school and the progress made by individuals. These assessments have been assembled with considerable care and professionalism. The assessment information is used diligently to identify strengths and weaknesses within the subject programmes and to pinpoint the particular needs of individual pupils. The data is extensively utilized in order to form the basis for whole school initiatives and to establish whether any particular groups of pupils are progressing as well as might be expected. Initiatives to improve pupils' ability to make inferences and deductions from what they read, and a greater emphasis upon mathematical problem solving, are recent examples of how the school is using data analysis to establish its priorities for improvement.
49. In literacy and numeracy lessons, teachers set targets for each pupil in order to suggest ways in which higher standards can be achieved. These are providing a sharp focus for pupils' efforts although, in English, there is some inconsistency in the rigour with which they are administered. Assessment of pupils' progress in the areas covered by the programme for personal and social

⁹ The 'traffic light' system is a method by which the teacher monitors pupils' behaviour.

education is also maintained and this involves fruitful discussion and a degree of self-assessment by each pupil.

50. The procedures are evolving steadily and are yielding a considerable number of initiatives. They are not yet fully settled and embedded, nor are they yielding the maximum impact upon standards and progress. Nevertheless, the use of assessment data is good and has the potential to be very good. The objectives for each lesson are identified with reasonable precision in teachers' planning and are evaluated in a manner which influences what is taught next. Overall, the assessment procedures employed by the school are very good and their use in determining what should be taught next is good.
51. Pupils with special educational needs are very well supported both in normal classrooms and in the Launch Pad. The school takes great care to ensure that when pupils are withdrawn for additional support they do not miss out on other lessons. Pupils with special educational needs are involved in all the normal timetabled classroom activities and are only withdrawn for additional support at those times when the rest of the class are similarly being taught literacy and numeracy. This is very good practice.
52. Teachers carefully record the achievements of each pupil. The special needs co-ordinator monitors the teaching of pupils with special needs and checks that their needs are being met and that records are kept up to date to ensure that there is positive progress towards the achievement of agreed targets. The school cares very well for pupils with special educational needs and provision for them is good. The assessment of these pupils is very good, and information is used well to set appropriate educational and behavioural targets.
53. Since the amalgamation, there has been considerable development in the range, analysis and use of assessment data and the school has made very good progress in this area of its provision. The area for development is to continue to improve behaviour management systems by:
 - ensuring that they are more consistently applied throughout the school;
 - praising, more frequently, those pupils who are regularly well behaved;
 - supervising pupils in Key Stage 2, more closely, as they move in and out of school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school's partnership with parents is very good. Parents have very positive views of the school, feeling that its values are beginning to have a positive effect on their children. Much of the credit for this is down to the staff, but it is particularly due to the headteacher who has spent a lot of time developing positive links with parents. As a consequence, a very good relationship now exists between the school and parents, which is a major improvement on the negative situation that existed at the time of the amalgamation. Parents of children with special educational needs are particularly pleased with the levels of support and how well they are informed about their children's progress.
55. Parents returning the pre-inspection questionnaire, and those who attended the pre-inspection meeting, agreed that their children are generally making good progress. Most parents feel that the school is doing its best to promote good behaviour, but a few expressed concerns that the children who are well behaved are sometimes overlooked and not given sufficient praise. Inspection evidence confirms this view to be the case. All of the parents interviewed during the week of the inspection felt that they could approach the school with concerns and that these concerns would be listened to and acted upon.
56. The links that the school has with parents are very good. At the start of the day parents are encouraged to bring their children into the classroom. This gives them an opportunity to meet with teachers and to build relationships. The headteacher usually meets parents in the playground before and after school. She has also sited tables and benches outside the reception area to encourage parents to come and talk to one another while waiting to collect their children. Periodically, she will join them for an informal chat. These actions, though small, have helped to show parents that the school is willing to listen. Monthly newsletters are of good quality and communications are enhanced by weekly bulletins, one produced by staff and

one produced by pupils. Parents are encouraged to attend class assemblies and the weekly teashop, where each class takes its turn to organise the event and to raise money for educational trips. The teashop during the week of the inspection was particularly well supported.

57. The school makes every effort to involve parents when pupils develop difficulties with learning or their behaviour. Parents of pupils with special educational needs are invited into school for the formal annual review and they know that are welcome to come into school at any time to discuss their child's needs with the special needs co-ordinator.
58. Parents, many who are lone mothers, are often referred to the school when they have moved into the area. The headteacher and staff make every effort to support them, and to ensure that the children from such families are integrated fully in the life of the school during their time there.
59. Within the context in which the school functions, the impact of parents on the work of the school is satisfactory. On a practical level, a small core of ten parents helps out in school on a regular basis. They primarily provide support for reading and writing in the Foundation Stage. A larger number have been involved in the gardening club helping to dig out the pond in the wildlife area. They have also helped with decorating corridors. A small Friends' of Oaktree group, driven by the headteacher, organise a range of social and fund-raising events including the Christmas and summer fairs, which raise considerable sums of money for the school. The money has been used to subsidise educational visits, a notable one being to the pantomime. Current funds are being earmarked for the purchase of a digital camera.
60. The quality of information provided for parents, particularly about their children's progress, is satisfactory. There are two parents' evenings a year, at which the attendance is very high. Children are encouraged to attend the parent consultations to show off work that they have completed during the year. The meeting is also used for parents to sign the home-school agreement. Reports to parents on their child's progress are satisfactory. They are good in reception where they set targets for improvement. Those for pupils in Key Stages 1 and 2 provide an explanation of what each pupil can understand and do, but fail to set targets. The inclusion of targets would help to improve them, as would a section for parents to comment. Information in the school prospectus is good and includes guidance on homework.
61. The contribution of parents to children's learning at school and home is satisfactory. A small but committed group regularly helps out in classes during the week, but encouraging more parents to become involved is difficult. Similarly, the attendance levels for curriculum evenings have been poor, so much so, that these events have been replaced by open evenings with displays of work by pupils on a specific subject. The poor turnout has much to do with parents' own insecurity and previous experiences of education. However, where parents feel they can help, they do. The attendance and support for the teashop during the week of the inspection was a prime example. Towards the end of last term, the school began a campaign to raise the profile of homework, the first stage being to get parents to ensure that the work was completed and handed in on time. Teachers confirmed that after the first week of the new term the volume of homework completed compared with the previous term. This is a trend which the school is hoping will continue. To help those pupils who find it difficult to complete work at home, the school has established a homework club.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides the school with very good leadership. She has a clear view of what the school needs to do to improve and of how this can be achieved. This vision and commitment to improve the school is shared by senior staff, teachers, governors and teaching assistants. A very good team spirit has developed over the last two years, which is proving to be a key factor in school improvement. The headteacher has identified accurately the most important priorities for the school and channelled staff energy and school finance into these areas in order to establish a clear basis for long-term development. She has improved staff morale and gradually enhanced the quality of teaching and learning, throughout the school, by

sensitive monitoring and constructive criticism. Parents are far more involved in supporting their children and a stronger community focus has raised the profile of the school in the locality.

63. With the support of her staff, she has tackled the problems related to poor behaviour of a small minority of pupils effectively. Pupils' attitudes to school are much improved, they are far more positive, and they settle to their work much better in the classroom. The environment within the school is far more stimulating and conducive to learning. The staff show that they care for their pupils and are prepared to help them overcome difficulties. Standards have risen steadily since the appointment of the headteacher in January 2000, but it is taking time for the groundwork that has been laid to produce higher standards, especially in English.
64. The headteacher and the whole staff work very hard to guide, support, and maintain good relationships with the families with whom they come into contact. Because so many pupils move in and out of the school during an academic year, the school strives to be vigilant at all times, to cater for their needs. The headteacher's strong leadership and the school's focus on improving pupils' lives spiritually, socially, and academically, ensure that all groups are valued and supported. This philosophy permeates the life of the school and is the foundation on which the school creates opportunities for improvement.
65. The headteacher is supported well by the deputy headteacher and senior staff. They share the leadership and management role with the headteacher and make valuable contributions to shaping the direction of the school. Test results are analysed and school priorities reviewed to evaluate their effectiveness by the senior management team. The deputy headteacher is a key member of staff, being the English subject leader, assessment co-ordinator, phase group leader and a class teacher in Year 6. She is a good role model for teachers, demonstrating a high level of commitment to the school and considerable expertise.
66. Subject leaders have a high profile in school. They have greater responsibility for managing their particular subjects. In English, mathematics and science, the monitoring of teaching and learning, and scrutiny of pupils' work, takes place, so that a clear understanding of standards can be obtained and further development planning can be based on accurate information. This good practice is steadily filtering through to other subjects. All subject leaders produce an annual development plan with targets and systems to effect improvement. Appropriate funding is allocated to support these plans.
67. The management of the school's provision for special educational needs is very good. The special needs co-ordinator performs her role very effectively and ensures that all pupils with special educational needs receive the support they need. She has very good relationships with teachers and teaching assistants across the school and with professional colleagues from specialist services. The special needs co-ordinator is a member of the governing body, where special needs issues are regularly reviewed. Accurate records are kept on each pupil and these are regularly up-dated as appropriate. The school is fully compliant with statutory requirements. Computer software is very well used to ensure that information on each pupil with special needs is up to date and that annual review procedures meet requirements. The special needs department has a separate section in the school development plan. The targets set are reviewed regularly to assess progress towards their achievement. This is good practice.
68. The governors have a clear commitment to the school. Good procedures have been set up for governors to monitor the work of the school. There are link governors who visit classes on a regular basis to see the school in action. A proper committee structure is in place to monitor the school performance in such areas as curriculum, finance and buildings. Governors have a very good understanding of the strengths and weaknesses of the school. They recognise the very good foundation for school improvement being laid by the headteacher but also know that standards still need improving and some behaviour problems still need to be overcome. Governors play a full part in deciding school priorities and in general meet their statutory requirements, although there are a number of elements missing from the annual report to parents.

69. School development planning is good, based on well-defined school aims. The achievement of higher standards is at the forefront of school development. A thorough analysis of pupils' needs is undertaken in order to provide an appropriate and interesting curriculum to enable pupils to make progress. Educational priorities are supported well by matched finance and personnel to carry out initiatives. Reviews take place periodically with senior staff and information on progress in meeting objectives is filtered back in full staff meetings.
70. The monitoring of teaching and learning is effective. This is undertaken, both formally and informally, by the headteacher with a clear focus shared with teachers before observations begin. Evidence from the inspection shows that teachers who have become established in the school are more confident and are more analytical of their own classroom practice. Senior staff are also becoming more involved in the monitoring of teaching and learning, especially through performance management. The strategy extends to teaching assistants who also have annual appraisals set against specific targets. Although the school induction systems for new staff are good, as judged by the good quality of teaching observed in the classroom by the former newly qualified staff, it takes time for new teachers to settle. Initially they find it difficult to pitch tasks for pupils at the right level and develop appropriate behaviour management strategies.
71. Office staff carry out administrative and financial procedures effectively. Day-to-day routines are well established and this allows teachers to concentrate on their work in the classroom. Up-to-date technological equipment is in place to speed up administrative systems and teachers are gaining in confidence in the use of computers. The last audit report, completed in June 2002, made a good number of minor recommendations, which the school is now gradually implementing.
72. The school uses additional grants well to target specific projects and monitors its funding properly. At present, it is carrying a comparatively high percentage of its budget forward on an annual basis. However, this is consistent with the school's priority of keeping class sizes small and giving pupils and teachers good levels of teaching assistant support.
73. The school applies principles of best value well. It consults widely with parents, governors, staff and pupils and compares and analyses its own performance, uses competitive tendering procedures and uses educational resources profitably outside school hours.
74. The school has an experienced and well-qualified teaching staff who possess the necessary expertise to deliver the curriculum. They display a commendable commitment to improvement and function extremely effectively as a team. The school employs a relatively generous number of teaching assistants who make a valuable contribution to pupils' learning. Other staff employed by the school are included in the collective ethos, which pervades and make an important contribution to the effectiveness of the school.
75. The school buildings and the surrounding area have been significantly improved during the course of the last two years. The fabric of the building has been considerably enhanced and features of educational value, such as a 'Wildlife' area, have been established in the grounds. The planned Japanese Garden should provide a further, aesthetically pleasing, feature. Overall, the facilities and accommodation provide a satisfactory basis for delivering the curriculum, although there are some shortcomings. The recently created computer suite, for example, does not allow direct line of sight of the teacher from some parts of the room and not enough suitable chairs are available. The siting of a reception class in an upstairs classroom is not desirable, although staff and pupils cope very well with the inconvenience caused. In general, however, great strides have been made towards creating a pleasant and stimulating learning environment and this process should continue as further initiatives are completed.
76. The school has sufficient resources to satisfactorily support all areas of the curriculum with physical education particularly well served. There is a shortage of aerial photographs and maps to deliver the geography curriculum. The range and quality of resources to support pupils with special educational needs are good.

77. When taking into account the good level of effectiveness of the school, within its demanding social and economic environment, and the high expenditure per pupil, the school is judged to give satisfactory value for money.

THE SPECIAL EDUCATIONAL NEEDS UNIT

78. The special needs unit is funded by the local education authority to provide 12 full-time places for pupils with moderate learning difficulties. Currently, the unit, known within school as the Launch Pad, makes provision for 22 pupils on a part-time basis. Eight of these pupils are from Year 2, and 14 pupils are from Key Stage 2. This emphasis on older pupils has been carefully planned to ensure that pupils in Year 1 are able to spend all their time in their own classrooms, where they can feel secure and get to know the routines of the school without disruption. More pupils from Key Stage 2 attend the unit, not only to improve their self-esteem through improving standards in literacy and numeracy but also to prepare for transfer to the secondary stage of education. Additionally, a greater number of pupils in Key Stage 2 have significant behavioural difficulties. They require the additional specialist teaching and support found in the unit to enable them to be contained within school.
79. All pupils attending the Launch Pad have been identified as requiring additional teaching support in literacy and numeracy through the assessment procedures of the school. Some pupils have a statement of special educational needs. The majority of pupils selected to attend the Launch Pad have other learning difficulties. These include speech and language difficulties, and emotional and behavioural difficulties. All pupils spend the vast majority of each school day in their own classrooms. They are specifically timetabled to be taught in the Launch Pad, when their own classes are having literacy and numeracy lessons. This very careful planning ensures that all these pupils continue to receive a broad, balanced and relevant curriculum. No pupil misses out on any aspect of the curriculum through the need to be taught in the unit. The progress made in establishing the Launch Pad and developing its work since the amalgamation of schools has been very good. The unit makes a very significant contribution to the work of the school through meeting the needs of pupils with a wide range of learning difficulties. Provision is very good.
80. Because of their special educational needs, the standards achieved by pupils attending the Launch Pad are well below those expected for their age. However, the progress these pupils make in both literacy and numeracy is good. The pupils benefit from being taught in small groups and from the expertise of the teacher and the teaching assistants.
81. The quality of teaching and learning in the unit is good. No unsatisfactory teaching was observed during the inspection. The special needs co-ordinator creates a positive atmosphere for learning and she is very well supported by experienced teaching assistants. Lessons are well planned and work is linked appropriately to the individual educational targets of the pupils. Pupils' attitudes to learning in the Launch Pad are good. They have good relationships with the special needs co-ordinator and the teaching assistants. Pupils enjoy being taught in small groups and appreciate the additional support they are given. However, many of the pupils attending lessons in the unit find it difficult to concentrate on task for any length of time and they use a range of strategies to seek attention, for example calling out answers before being asked to do so by the teacher. Strategies for the management of pupils' behaviour are good. The special needs co-ordinator is consistent in her approach and is able to diffuse potentially serious problems. The teacher and teaching assistants use the traffic light system to warn pupils when behaviour is becoming unacceptable. Occasionally, individual pupils can be demanding and their presence affects the progress of other pupils. At times, in some lessons, particularly those with pupils from Key Stage 2, the noise levels tolerated are too high and this affects the quality of teaching and learning.
82. The curriculum offered to pupils attending the Launch Pad is good at both key stages. Pupils retain their access to the good quality broad and balanced curriculum offered to all pupils in the school whilst, at the same time, they are able to benefit from additional teaching of good quality which supports progress towards the achievement of targets in their individual education plans. In guided reading lessons, pupils have the opportunity to practise reading skills in very small groups. Pupils are given opportunities to improve the awareness of their bodies and to improve

control through a range of physical activities. Provision for pupils' personal development, including that for their spiritual, moral, social and cultural development, is good. Pupils who attend the Launch Pad are involved in all the activities of the school. This includes whole-school assemblies and acts of collective worship. The provision for pupils' moral development is good. All members of staff, including those in the Launch Pad, emphasise the importance of behaving correctly and knowing right from wrong. Pupils attending the Launch Pad benefit in a range of other ways. Members of staff are on duty at lunchtimes to enable those pupils who attend the unit to be able to spend break times in an environment where play activities are structured to meet their needs. This is beneficial to those with speech and language difficulties or emotional and behavioural difficulties. Once a week, some pupils with special needs attend the Launch Pad Club. The club gives pupils the opportunity to share and discuss their worries and concerns about school. Through games they learn to develop their social skills, for example, they learn to take turns, to co-operate together, to share and to accept losing with grace. Relationships within the club are very good. Pupils respond very well to the supportive and caring atmosphere, listening carefully to the teacher and to each other. These activities make a positive contribution to the very good social development of pupils. The staff in the Launch Pad make good use of the local community to enhance the curriculum, for example visits have been made to the fire station and to a local country park.

83. The quality of assessment is very good. The special needs co-ordinator has produced a very good range of referral forms to assist class teachers in identifying those pupils who are likely to have learning difficulties. Once a teacher has expressed a concern about a pupil, discussions take place to agree appropriate teaching strategies. A range of other assessment tests is used to clarify the standards being achieved and the strengths and weaknesses of each pupil. As a result of such assessments, pupils may be given additional support in the Launch Pad. Very good systems are used for monitoring and supporting pupils' progress. Each class teacher has a special needs file, in which test results and targets are kept. The special needs co-ordinator similarly keeps her own record files on those pupils who attend the Launch Pad and also visits classes across the school to monitor the progress and involvement of pupils from the unit when being taught in their own rooms.
84. The school's procedures for pupils with special educational needs in the Launch Pad, and within school generally, comply with the Code of Practice. Arrangements for the annual review of statements for special educational needs are very good and follow the advice of the local authority. Parents are invited to attend these reviews, together with other professionals. The special needs co-ordinator makes very good use of a special computer programme to ensure that all administration is efficient and that all documentation is up to date. Comprehensive files of pupils' work are maintained to assess progress over time. Work is carefully marked and graded. Pupils' class work is also regularly marked and helpful and supportive comments are made.
85. The Launch Pad's partnership with parents is very effective and reflects the importance given by the school to this priority for development since the amalgamation of schools. In addition to the very good opportunities given to parents to be involved in the education of their children, the special needs co-ordinator organises a 'drop in' club when, she makes herself available to meet with parents to discuss issues related to pupils with special needs.
86. The special needs co-ordinator provides very good leadership and gives very clear educational direction for the Launch Pad and gives very positive support to teachers and teaching assistants in all classes. This ensures that very good relationships exist between the staff of the Launch Pad and other colleagues. The co-ordinator regularly monitors the work of pupils from the unit when they are in their own classrooms. Arrangements for monitoring and evaluating the progress of pupils with special educational needs are good. There is sufficient staff to meet the needs of the pupils in the Launch Pad. The unit is staffed by a full-time teacher, the co-ordinator, and by three full-time teaching assistants, one in Key Stage 1 and two in Key Stage 2. All staff are well qualified and have good range of appropriate experience. Teaching assistants have appropriate opportunities for professional development. They have had training in physical restraint and there is a school policy which lays out guidelines for staff. The Launch Pad is well supported by visiting specialists, for example, speech and language therapists and educational psychologists. The special needs co-ordinator ensures that,

following assessment, programmes of work are followed up with individual pupils within the unit. The school policy for special educational needs is of very good quality and is most comprehensive. The department has made very good progress in the short time following the amalgamation of the two schools.

87. The Launch Pad is a very bright and attractive teaching area which is much enjoyed by pupils. However, it is small for the numbers using the room and does not permit pupils to have the space they require. Groups of pupils have to work very close to each other and when one pupil is disruptive it affects the work of all. The accommodation currently available is too small. Learning resources for pupils are good and they are used well to enhance the quality of learning. Recently, teaching resources have been efficiently audited, by the special needs co-ordinator, to permit easy access for teachers and teaching assistants. However, the arrangements for the storage of books and equipment, together with pupils' records are unsatisfactory because they are stored in a toilet area, specially designed for the disabled. Opportunities for pupils to use computers are satisfactory. There are two computers in the Launch Pad. There is an appropriate range of software programmes to enable pupils to practise their literacy and numeracy skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. Inspectors recognise the very good level of improvement made by the school in the last two years. To improve standards further the school should:

- Raise standards in English, mathematics and science throughout the school.*
(Paragraphs 2, 4, 5, 63, 68, 80, 112, 113, 114, 116, 117, 118, **122**, 123, 124, 125, **129**, 130, 131, 132 and **140**)
- Continue to improve behaviour management systems.*
(Paragraphs 6, 12, 24, 29, 37, 39, 45, **53**, 55, 68, 115, 127, 137, 149, 165 and 171)

In addition to the above issues the following less important matters should be considered for inclusion in the school action plan:

- Raise standards in history, music, and *information and communication technology in Key Stages 1 and 2, and in geography in Key Stage 2.
(Paragraphs 7, 8, 152, 156, 157, **159**, 160, 161, 162, **167**, 168, 170, **173**, 174, 177 and **179**)
- Persevere with existing procedures for raising the level of pupils' attendance.*
(Paragraphs 6, 17 and 44)

Please note: references to the paragraphs highlighting the main areas for development are shown in bold font.

The issues marked with an asterisk are already identified by the school as priorities in its development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

75

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

75

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	31	27	3	0	0
Percentage	1	18	41	36	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	282
Number of full-time pupils known to be eligible for free school meals	-	165

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	2	127

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	49
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.4

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	11	12
	Girls	18	22	16
	Total	26	33	28
Percentage of pupils at NC level 2 or above	School	67 (49)	85 (43)	72 (63)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	20	17	18
	Total	30	29	29
Percentage of pupils at NC level 2 or above	School	77 (51)	74 (63)	74 (69)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	25	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	13
	Girls	9	9	14
	Total	17	17	27
Percentage of pupils at NC level 4 or above	School	34 (15)	34 (30)	54 (53)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	14
	Girls	11	8	12
	Total	17	15	26
Percentage of pupils at NC level 4 or above	School	34 (28)	30 (32)	52 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
269	10	1
0		
0		
3		
0		
0		
0		
0		
3		
0		
0		
1		
0		
0		
0		
6		

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)	15
Number of pupils per qualified teacher	22
Average class size	22

Education support staff: YR-Y6

Total number of education support staff	18
Total aggregate hours worked per week	429

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	37.0
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	845,176
Total expenditure	839,896
Expenditure per pupil	2,608
Balance brought forward from previous year	148,693
Balance carried forward to next year	153,976

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	330
Number of questionnaires returned	39
Percentage of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	26	3	3	3
My child is making good progress in school.	66	29	0	3	3
Behaviour in the school is good.	36	48	11	3	3
My child gets the right amount of work to do at home.	36	40	14	0	11
The teaching is good.	71	26	0	0	3
I am kept well informed about how my child is getting on.	55	34	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	60	34	0	0	5
The school expects my child to work hard and achieve his or her best.	71	23	3	0	3
The school works closely with parents.	50	48	0	0	3
The school is well led and managed.	69	26	3	0	3
The school is helping my child become mature and responsible.	55	34	0	3	8
The school provides an interesting range of activities outside lessons.	25	42	3	3	27

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

89. Satisfactory improvements have been made for children in the nursery and reception classes since the amalgamation. The children are no longer isolated from the rest of the school, but are now housed in the same building, although one reception class is upstairs. The school is aware that this is not ideal and the timetable is carefully organised to ensure that the children in this class have regular and frequent access to the outside facilities.
90. Children are admitted to the nursery class at the start of the school year in which they become four. Shortly before starting in the nursery, all children are visited at home so that they will recognise the adults on their first day. The school places great emphasis on the importance of children's experiences in nursery and reception. Older children attend the morning session and younger children attend in the afternoon. When children move into the two reception classes at the start of the autumn term, the youngest children attend morning sessions only until after Christmas.
91. Children enter the nursery class with levels of attainment that are poor in all areas of learning except physical development, where development is at expected levels. They all make at least sound progress, and many make good progress but, even so, by the time they enter the reception classes, standards are well below the expected levels for their age. Overall, children make satisfactory progress during their time in reception, although it remains good in the more practical aspects, such as in their physical and creative development. Many children achieve most of the required aspects of personal, social and emotional development, although some children have short concentration spans, and a minority have emotional problems. A small minority achieve the Early Learning Goals in mathematics and some aspects of communication, language and literacy development. However, the children's speech development remains slow and is well below the level expected for children of this age. Teachers' planning indicates that children have good and plentiful opportunities to develop their knowledge and understanding of the world in this area of learning and teachers' assessments show that many children achieve aspects of the Early Learning Goals.
92. The planned curriculum is good and is appropriate to meet the needs of the children, but does not always indicate what 'Stepping Stones'¹⁰ are to be achieved. Children are regularly encouraged to make choices in their daily activities. The curriculum for outdoors activities is being developed well, with activities planned in the secure play area and also walks to local places of interest, which widen the children's experiences effectively. There is one new entrant for whom English is an additional language. There is no specialist support, but teachers and teaching assistants ensure that this child is given individual help in order for her to acquire the necessary skills in English.
93. Parents are welcomed into school at the start and end of the day, and encouraged to stay with their children in the nursery until the children are well integrated into the life of the class. This is usually achieved very quickly. Teachers and teaching assistants form very good relations with parents who have a high opinion of the school.
94. Teaching throughout the nursery and reception classes is always satisfactory and, usually, it is good. Some features of teaching in the nursery are particularly strong. There are high levels of co-operation and organisation between adults, and, during the inspection, it was noticeable how quickly the calm, welcoming atmosphere encouraged children, new to the nursery, to settle happily and confidently, so that they started to learn from their first session in school. All teachers plan closely together and teaching assistants are well involved, which enables sessions to proceed smoothly and effectively. Occasionally, however, the pace of sessions slows in the reception classes. Teachers and assistants in all the classes manage the children well and standards of behaviour are good. They use praise and encouragement to build

⁹ 'Stepping stones' are the carefully graduated steps within the Foundation Stage curriculum, which enable teachers to track children's progress in each area of learning.

children's confidence to tackle new tasks, and children are motivated to try new experiences such as tasting different cheeses at snack time. Teaching assistants work effectively with groups of children, including those with special educational needs. They make a valuable contribution to the children's learning and help to maintain the levels of progress made in both nursery and reception classes. There is one child recently arrived in school, who is in the early stages of learning English as an additional language, who is well involved in all activities and who, due to the good levels of adult attention, is making rapid progress in acquiring a sound knowledge of English.

95. Satisfactory assessment procedures are used in both year groups to monitor children's progress. The formal assessments made at the beginning of the school year are used effectively to ensure that planned work is taught at the right level for children's abilities. The records of progress made at the end of children's time in reception are of high quality and clearly show the 'Stepping Stone' levels they have reached in each area of learning.
96. Children who need more support or who may have special educational needs are observed thoroughly by a specialist assistant and identified early in the school year in reception. These children are well supported and make good progress. Children are not usually formally identified as having special needs in the nursery.

Personal, social and emotional development

97. Children settle quickly into the nursery and, with the good input from adults, start to make progress so that, by the end of their time in nursery, many children achieve levels of attainment that are similar to those expected of children of their age.
98. By the end of the reception year, children have made good progress and many achieve most of the Early Learning Goals in this area of learning. Teachers and teaching assistants provide a warm, stable environment, which enables children to feel secure and form good relationships. Through good teaching, children are encouraged to take responsibility for choosing their activities, and to work independently and in small groups, where they learn to co-operate and help each other. For example, several children in reception helped one another to use the computer program correctly.
99. The very large majority of children behave well and are clear about what is expected of them throughout the sessions. Most children concentrate well, and although some of them change activities quite frequently, they usually complete tasks because adults are on hand to stimulate them by discussing what they are doing. In 'circle time' all the children become increasingly aware of others and their feelings and, encouraged by sensitive teaching, they learn to listen to each other.

Communication, language and literacy

100. The teaching of communication, language and literacy is good; however children's speaking skills at the end of both nursery and reception classes are well below the levels expected, and the development of their listening skills varies between year groups. Reading is below the expected level.
101. Children entering the nursery class are delighted to be there. Their speech is poor, but they listen attentively to adults, particularly during story and rhyme sessions. Adults work very hard, constantly asking questions and making stimulating comments, which encourage the children to listen and start to make simple responses, so that by the end of the year their speaking skills have risen significantly but are still well below the expected level.
102. In reception good opportunities continue to be provided to develop children's listening and spoken language. Role-play offers children the chance to play and talk as they pretend in the 'home' corner. Snack time is used very well as a quiet time for developing language and giving children practice in listening to each other and learning from adults' comments. Adults work extremely hard in order to ensure that children make satisfactory progress in developing their spoken language.

103. During the reception year, good teaching of basic reading and early writing skills ensures that the majority of children have a firm foundation on which to build as they move through the school. Children practise their handwriting skills at the start of every school day, often helped by their parents.
104. From their entry into the nursery, children show an interest in books and acquire the good habit of sharing books at home every evening and this continues in reception when they also learn key words at home. In reception, the organisation of lessons becomes increasingly based on the literacy strategy model, but it is adapted to the needs of the children and care is taken to ensure that work is pitched at the correct level for them.
105. During their year in reception, many children develop their writing skills using the 'emergent' form of writing which appears to be scribble, but which the children can 'read'! Standards of writing for a majority of children by the end of the year are, however, well below the level expected because they have not started to write conventionally.

Mathematical development

106. Children enter nursery with a poorly developed sense of number. They make good progress as a result of good teaching in the very early stages of learning number concepts in nursery. This slows in the reception classes, where the teachers work hard to maintain progress at satisfactory levels through rhymes and counting games in the early part of the year and then introducing appropriate parts of the numeracy hour.
107. By the end of the reception year, a small minority of children attain the Early Learning Goals in mathematical development, many children reach levels that are well below those expected for children of this age and a minority still have little idea of number concepts. About half of them count confidently in chorus beyond 10, but few understand how to add two small quantities together.

Knowledge and understanding of the world

108. Children have a wide number of experiences in both nursery and reception classes so that by the end of the reception year many have reached the necessary levels in many aspects of this area of learning. Planning is good but does not indicate whether children have opportunities to investigate materials independently, or to what extent they are involved in the selection of resources or the tools they may need. Children use tape recorders and computers confidently to support their learning. They learn about Christmas as part of their own culture, and celebrate festivals from other faiths, such as Divali.

Physical development

109. Children make sound progress in their physical development and by the end of the reception year they reach the levels expected for children of this age. They have regular access to an outside area where they control wheeled toys confidently, and run, climb and explore. In the hall they become accustomed to using a large space well. Teaching is generally good as adults encourage children to feel confident. Children use brushes, scissors, chalks, crayons and pencils on a regular basis and become increasingly adept.

Creative development

110. The children enter nursery with poorly developed skills and teachers and teaching assistants work hard to provide numerous imaginative opportunities for them to explore colour and texture, and to use their senses. Displays from last year show that children in the nursery used a highly effective electronic effect to make circular patterns, while children in reception listened to Vivaldi's music 'The Four Seasons', chose suitable colours for each season, and created very evocative mood patterns. This term children in nursery are investigating one primary colour at a time, while those in reception are experimenting mixing colours together and adding wallpaper paste in preparation for a printing activity. In reception, children add to the repertoire

of songs begun in nursery, experiment with untuned instruments and develop their imaginations, so that by the end of the year many children attain most aspects of the Early Learning Goals.

111. The areas for development are:

- tighten learning objectives for each session by the clear indication of which stepping-stones different groups of children should be working within;
- persist in providing opportunities to encourage the development of spoken language;
- look for ways to unite all classes on the ground floor.

ENGLISH

112. In the national tests in English in 2001, attainment by pupils at the end of Year 2 was well below the national average in both reading and writing. However, the school's results in reading and writing were very close to those of similar schools. The unconfirmed test results for 2002 show the same sort of picture, although it is not, at this time, possible to compare the results attained by pupils in similar schools. Even the more able pupils in Year 2 seldom use joined handwriting or connecting words, other than 'and' or 'but'. In the national tests in English in 2001 attainment by pupils at the end of Year 6 was very low when compared both to the national average and the average of similar schools. The 2002 results are fairly similar to those of 2001. The standards in the school are affected by the much higher than average number of pupils who join and leave the school at different times throughout the year, for family reasons, and the high percentage of pupils with special educational needs.

113. During the inspection, similar standards were observed in lessons as in pupils' books but there were signs of steady improvement in some of the Key Stage 2 classes. However, there is still a noticeable weakness in written work, particularly amongst the pupils currently in Year 6, where there are deficiencies in the basic skills of punctuation, spelling and handwriting. Pupils of average attainment do not use joined handwriting consistently, and the more able pupils do not always have a confident grasp of grammar. In formal pieces of writing, there are basic errors in the use of verbs, for example, 'we seen, and 'these sentences isn't', and capital letters are not used consistently in book titles. Pupils often spell common words incorrectly, such as, 'Britten' and 'waht'. Even the more able pupils find it difficult to understand what they read, at anything more than a very basic level. Pupils in Year 5 do not find it easy to read silently and then recall or talk about what they have read.

114. When pupils come into school they have poor skills in English, especially in listening to others and expressing themselves. Good teaching in the nursery and reception classes means that they make good progress in all aspects of the subject in this stage. In Years 1 and 2, good teaching helps to maintain this progress. All of the teaching during the inspection was good or very good in these classes. Pupils in Years 1 and 2 participate well in the literacy hour and this is making a valuable contribution to their progress. Younger pupils talk in small and large groups, and listen and respond to stories and instructions. They understand how to use books and some talk about the characters and events in stories. In all year groups, speaking and listening skills are developed through discussion activities and some pupils speak confidently to adults and in class. However, many pupils have poor listening skills and become inattentive when teachers or other pupils are speaking. They also find it difficult to express their ideas in anything other than short phrases. Teachers are aware of the need to develop these skills and try to build opportunities for this into their lessons both in English and other subjects.

115. The teaching in Years 3 to 6 was mainly satisfactory, or better, with a few lessons being very good. The progress that pupils make in this age group is satisfactory in relation to the standards they attain by the end of Year 2. In the good lessons, teachers set a brisk pace and ensure the work set will stimulate all pupils. Teachers often read in a lively and dramatic way and provide a good model for pupils to follow when they read. In a very good lesson in Year 5, pupils extended their speaking and listening skills in a drama lesson, where they had to imagine that they were ancient Greeks. This linked well with the work that they were doing in history on Athens and Sparta. Many teachers make good use of grammatical and technical terms to reinforce pupils' knowledge. In a Year 6 lesson, for instance, the teacher helped the pupils understand clearly the difference between dialect and accent. She also encouraged

pupils to think about the characters in the story that they were reading, and how their actions could be interpreted in different ways by the other characters. Some pupils responded well to this and were able to show the moods of the characters by phrases such as 'she clomped angrily down the stairs'. However, there was a small minority of pupils who took little part in the lesson and this resulted in the progress made being slower than it should have been. In Years 5 and 6, some pupils show restless behaviour, especially in the afternoon, which makes teaching more challenging, and results in less effective learning. The school is well aware of this and has strategies to improve behaviour, but there is still some way to go.

116. Standards in reading at the end of both key stages are well below average for the majority of pupils and there are few really able readers. Some pupils enjoy books and take pleasure in reading. However, as pupils get older, their enthusiasm often wanes and reading is looked upon as a chore. This is an area that the school needs to tackle imaginatively. Many of the pupils in Key Stage 1 use a variety of strategies to support their reading, including the use of phonics and picture cues. Many are familiar with the terms 'author' and 'illustrator' and know the difference between fiction and non-fiction. However, some pupils do need more support with the use of these strategies in deciphering unfamiliar words, although support for them in group-reading sessions is good. The school does not use one specific reading scheme, but has put a lot of effort into colour coding the stock of books according to the level of difficulty. Some pupils in Years 3 to 6 have well developed library skills and most know about using a contents page or and an index. However, even some of the more able pupils in Year 6 lack the complete range of these skills, for example, few are confident about finding texts through using their knowledge of the alphabet. Most pupils have well-established reading strategies to help them decode unfamiliar words, although they find it more difficult to talk about their books in any depth. There are reading records, but these are not used consistently, and they are not fully successful in fostering links between home and school and giving information to parents and carers about pupils' progress in reading. The library for pupils in Key Stage 2 is centrally situated and is also used as a computer suite. It is a welcoming space and has a small stock of fiction books to supplement class libraries and a good selection of reference and non-fiction books, which are colour-coded for easy reference. The library for pupils in Key Stage 1 is conveniently situated near the classrooms for Years 1 and 2. It also has a satisfactory stock of books and is a comfortable spot for pupils to get on with individual reading.
117. Standards in writing are below average for the majority of pupils in all year groups. Most pupils are in Key Stage 1 are able to develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. Many pupils are able to write competently by the end of Year 2, although the majority of pupils continue to make errors in basic spelling and punctuation and this weakness continues into Key Stage 2. Most pupils write with clearly shaped and correctly orientated letters, but there are significant numbers who do not use joined handwriting. There are some good examples of literacy being supported by work in other subjects, for example, when pupils in Year 2 developed their extended writing skills in a history project on Florence Nightingale.
118. By the end of Year 6, pupils' written work is sometimes presented well, with pupils being able to use joined up writing, rather than printing. However, this is not always the case and the presentation of pupils' work suffers to a greater or lesser degree. This has an effect on work in other subjects. Pupils can write in a variety of ways, depending on the subject they are writing about, and the intended audience. The higher-attaining pupils write about, and illustrate, their ideas well, using a more formal style where appropriate. There were some good and lively pieces of persuasive writing in the work seen during the inspection, and the range of written work was satisfactory. Overall, the work produced by the higher-attaining pupils in Year 6 is competent, but there is scope for teachers to present more challenging for these pupils. The vocabulary choices of more able pupils are imaginative, and words are used precisely. In a display of poems written by pupils in Year 5, phrases such as 'tall, green dragons breathing out their fire, dancing in the daylight with catfish', showed that the teacher had given pupils an awareness of the power of language and how to add life to descriptions, through thoughtful word choices. Many of the poems in this display were word-processed, and information and communication technology is increasingly used to support the development of literacy in the school. There is evidence in the classroom displays, and in discussions with pupils, that pupils are encouraged to concentrate on grammar, spelling and punctuation. In some work, a range

of punctuation, including commas, apostrophes and inverted commas, is used accurately. However, even in Years 5 and 6, pupils spell common words like 'which' incorrectly and not all pupils are able to organise simple and complex sentences into paragraphs. Raising standards in writing is a priority for the school and the overall trend is one of slow improvement since the amalgamation.

119. Pupils with special educational needs are given support that enables them to make good progress in relation to their prior attainment. Much of the support takes place in the Launch Pad and is very effective. In the classroom, teaching assistants contribute to the good progress of these pupils. They clarify questions, explain new vocabulary and encourage pupils. There are good individual education plans for these pupils and these are implemented carefully and reviewed regularly.
120. Most pupils enjoy their work in English and they behave well. They are interested and maintain concentration, except for a small minority, who have difficulty in listening for sustained periods. This can result in unsatisfactory behaviour, especially by some older boys. There are good relationships in all classes and personal development is fostered well. In the majority of lessons, most pupils co-operate and collaborate well with a partner. However, in lessons where pupils do not feel involved in what is going on, standards of behaviour can slip. The subject makes a good contribution to the social, moral and cultural development of pupils. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of each other. No answer or comment made by a pupil is ever dismissed as worthless by any teacher, and this effectively builds up an atmosphere or trust in which self-esteem and self-confidence are enriched.
121. There are two subject leaders, one for each key stage, who work well together and manage the subject effectively. They monitor teaching and learning, as well as the planning of the scheme of work. The assessment of pupils' work is now well established and individual targets are set for pupils. This is an effective tool for promoting the progress of pupils, which is now becoming established in every class. Teachers' marking is always positive in tone and the best examples give clear guidance as to how pupils can make further progress. However, more could be done to ensure that the practice of the best teachers is used as a model for all teaching in the subject.
122. The areas for development are:
 - maintain the focus on improving pupils' skills in speaking and listening;
 - continue to develop the use of individual target setting;
 - ensure that marking follows the best practice, consistently;
 - take opportunities to set challenging work that will allow the more able pupils to fulfil their potential.

MATHEMATICS

123. In the 2001 national tests taken by pupils at the end of Year 2, the school's results were well below average when compared with schools nationally. However, they were average in comparison with similar schools, reflecting a significant improvement on the low results achieved in the previous year. The unconfirmed results for 2002 indicate that there has been a further rise in standards. Inspection findings, supported by the school's predictions for the coming year, suggest that this steady improvement is likely to continue. This is because teachers and their support staff have worked hard to ensure that more pupils are on track to achieve above-average levels in national tests, and that far fewer pupils are achieving below the expected levels for their age. At the end of Year 6, the test results in 2001 were very low compared with schools nationally, representing a slight fall in standards over the previous year. There are very clear reasons why the school has not achieved the number of pupils reaching above the expected level. The attainment on entry to the school in mathematics is low, with a high proportion of pupils with special educational needs. There is a high level of mobility of families locally, and the movement of pupils in and out of the school adversely affects attainment by the end of Year 6. However, teachers' good use of the National Numeracy Strategy, the effects of which have already been seen in Key Stage 1, are beginning to have a positive impact in Key Stage 2. Unconfirmed results for 2002, supported by inspection findings,

suggest that standards are rising slowly, but steadily, and that the school has created a strong platform for further improvement.

124. Standards at the end of Key Stage 1 are below average overall, with a small group of more able pupils achieving above-average levels. The more able pupils and those of average ability have a secure knowledge and understanding of numbers to 100. This enables them, for example, to count accurately in twos to 20, and in tens up to 100. They understand that addition facts are the same in any order and explain clearly how they arrive at their answers. In a good Year 2 lesson observed, for example, a pupil in the upper set explained, "I keep 18 in my head and add 6 to get 24, and it's the same the other way around. 6 add 18 equals 24." The lower-attaining pupils are unsure of numbers beyond 20, and have difficulty with the basic strategy of using fingers to, for example, count on four from five. Most pupils apply what they know satisfactorily to practical situations, such as using dice to add up sets of numbers. By the end of Year 2, they are all making good progress considering their attainment when they started in Year 1. Teaching assistants work well with pupils with learning difficulties, for example by helping them to use link cubes or number fans to add numbers together, and, as a result, they also make good progress.
125. Standards by the end of Key Stage 2 are well below average. Pupils entering Year 3 have a very wide spread of ability, only a few having achieved above average standards in the national tests at the end of Key Stage 1. Progress through Key Stage 2 is variable, but is satisfactory overall. It is often good in individual lessons. . It remains slower than in Key Stage 1, first, due to the high rate of mobility of pupils into or out of the school and, second, because older pupils, in particular, have had less opportunity to benefit from the school's improved approach to mathematics teaching since its amalgamation in January 2000. Pupils with special educational needs continue to make good progress through 'one-to-one' support. From Year 3 onwards, most pupils become increasingly skilled in finding their own ways of solving problems, for example by 'partitioning'¹¹ numbers to make it easier to calculate answers. They use simple fractions to describe parts of numbers and they identify common shapes. By the end of Year 6, the majority of pupils solve real-life problems involving money, time, length and distance. The higher-attaining pupils talk confidently about negative values, for example, when discussing temperatures in cold regions of the world. A significant minority of the lower-attaining pupils have difficulty in solving problems independently and setting out their work neatly.
126. Support for pupils' learning in mathematics is evident in other areas of the curriculum, such as design and technology, where pupils are asked to measure accurately and cut materials they are using, although there could be more opportunities for developing numeracy skills in other subjects. They are given opportunities to use information and communication technology, for example, to rotate shapes and angles, and there is now room for further development in the use of available software for improving numeracy skills.
127. The quality of teaching and learning is satisfactory overall and it is good in Key Stage 1, particularly in Year 2. Since amalgamation, teachers have worked very hard to successfully implement the National Numeracy Strategy. Consequently, a strength of the teaching throughout the school is that all teachers encourage pupils to think for themselves, solve problems independently and explain how they arrive at their answers. Where this is done well, it results in lively and enjoyable lessons where pupils show great enthusiasm for learning. In a good Year 6 lesson observed, for example, some pupils were clearly delighted at finding a number of different ways of solving the same problem and this had a positive effect on their rate of progress. Another feature of the best teaching is when teachers make good use of assessment, and day-to-day marking, to plan suitable work for their class. In a Year 2 lessons observed, for example, pupils were grouped according to their ability and worked confidently because the activities planned for them were at precisely the right level of difficulty. Teaching is occasionally less successful, where written activities are either too difficult or too easy for individuals or groups and sometimes lack imagination and challenge. This leads to loss of concentration and effort and slows progress. In these situations, teachers are often faced with challenging behaviour. They have worked very hard over the past two years to develop an effective code of behaviour, which is having a positive effect on attitudes and behaviour, although there remain some inconsistencies in how effectively it is used. Teachers throughout

¹¹ 'Partitioning' is breaking up numbers into manageable parts.

the school mark work regularly and include helpful comments. As a result, the majority of pupils try hard to finish their work and present it neatly. Individual target setting has recently been introduced and teachers are beginning to use this as an effective means of helping pupils to improve.

128. Since the school's amalgamation, the two subject leaders have worked hard and successfully as a team to implement the National Numeracy Strategy and there has been good overall improvement in the subject. They have developed good systems for assessing and analysing pupils' progress and providing support where it is needed in order to raise standards. Consequently, the proportion of pupils achieving the higher levels of attainment has started to go up and the number achieving lower levels, particularly in Key Stage 1, has begun to decline. Standards achieved in the national tests are still a matter of concern, particularly at the end of Key Stage 2. However, the significant improvement in attainment in Key Stage 1 is encouraging and standards of teaching and learning are on track to continue improving, as these pupils grow older.
129. The areas for development:
- continue to develop systems of assessment and individual target setting;
 - provide further training for teachers in the use of information and communication technology resources for developing numeracy skills;
 - ensure tasks are well matched and challenging for all groups of pupils.

SCIENCE

130. A significant proportion of pupils enter the school with knowledge and understanding that is well below that expected for their age. Many pupils have limited skills in speaking and writing and lack the kind of experiences that would bolster their work in science. There is considerable movement of pupils in and out of the school. In spite of these factors, most pupils make good progress as they move through Key Stage 1, although attainment in Year 2 is still below the national average. Progress at Key Stage 2 is satisfactory. Recent improvements in the curriculum have not yet made a full impact on attainment, and the effect of pupils' limited literacy skills and lack of experience is more deep-seated. These factors make a significant contribution to the fact that standards at the end of the key stage are well below average. Attainment, as measured by the national tests, has shown some improvement over the past three years and pupils currently in Years 2 and 6 are on course to sustain this trend.
131. In Year 2, pupils identify a range of common materials and describe some of the similarities and differences. They are aware of some of the changes that occur to materials and undertake simple classification but their knowledge is somewhat rudimentary. There is some understanding of the elements essential to plant and animal life and how humans change as they grow, but the proportion whose awareness is in line with that expected nationally is smaller than is normally seen. Pupils construct simple electrical circuits and conduct basic scientific investigations but often require considerable support. In all these areas, pupils' overall attainment is below that expected for this age, although it still represents a significant gain from the time they enter school.
132. Standards at the end of Year 6 are well below the national average. Such achievement relates to the inter-dependence of plant and animal life; to an understanding of the human body, to knowledge of materials and the associated properties; to their ability to classify according to given criteria; and to forces such as magnetism and gravity. In all these areas, only the higher achievers are reaching the expected levels of knowledge and understanding. Most pupils have some appreciation of the importance and value of the environment to living things. Many lack independence when conducting scientific investigations and, although they have some understanding of fair testing, only the higher-achieving pupils clearly appreciate the importance of isolating each variable. Most pupils need some guidance when planning and recording experiments using a scientific structure. Pupils are encouraged to design tests, hypothesize, predict outcomes, and reach conclusions based on evidence, but many display a level of independence in these investigational skills, which is well below average. There is satisfactory use of information and communication technology to support the subject and further development is planned.

133. The quality of learning in Key Stage 1 is good. The school works conscientiously to build scientific understanding and to enrich pupils' experience. Lessons are well planned and skills and knowledge are built systematically. These efforts result in most pupils, including those with special educational needs, making good progress as they move through Key Stage 1.
134. Pupils in Key Stage 2 make satisfactory progress. As in Key Stage 1 teachers and teaching assistants work effectively to ensure pupils have a positive learning experience. A well-defined programme helps to ensure a logical sequence to learning. Pupils who are capable of higher achievement are encouraged and, at times, are given opportunities to extend the depth of understanding through the additional or more challenging activities. Those with learning difficulties are sensitively and effectively supported and also make appropriate progress.
135. Teaching at Key Stage 1 is good and this results in good levels of achievement. The relationships between teachers and pupils are productive and class control is secure. There is effective use of scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. In a Year 2 lesson investigating the effect of exercise upon heart and temperature, for example, the infectious enthusiasm of the teacher, high expectations and genuine opportunities for experimentation led to good gains in understanding.
136. Teaching in Key Stage 2 is satisfactory. Teaching is founded on sound subject knowledge and explanations are effectively communicated. Opportunities for scientific discovery are provided and pupils are encouraged to investigate and record their experiments. This was well demonstrated in a good lesson in Year 6, relating to pond life and classification of animals. Here, the stimulating activity and the sharp focus on the scientific method successfully motivated the pupils and supported good quality learning. However, teachers do not give pupils sufficient guidance in planning and recording experiments.
137. The majority of pupils in both key stages have positive attitudes towards science. With some exceptions, pupils concentrate well and work industriously. Interest in scientific inquiry is demonstrated by almost all pupils, although a significant minority of pupils, particularly in Key Stage 2, find it difficult to sustain concentration. Many pupils collaborate productively when engaged in practical work and are keen to demonstrate their growing knowledge by answering in class and by contributing to discussion. Others lack the confidence to contribute to the discussion. Overall, pupils' attitude to science is satisfactory at both Key Stages 1 and 2.
138. The subject leader is enthusiastic. She provides good, informed, committed leadership. This is providing the momentum for sustained improvement. There is suitable balance between the required aspects of the subject and experimental work is given proper emphasis. Pupils from different ethnic backgrounds are provided with a suitable curriculum. Learning is systematically assessed and the information gained is used well in evaluating effectiveness and in determining what should be taught next.
139. Since the school was formed through amalgamation, standards have risen. A number of constructive initiatives have been introduced, including a greater definition of what should be taught, very good assessment procedures, and greater emphasis upon investigation. Recent progress in the quality of science provision has been very good.
140. The area for development:
- give pupils more guidance in planning and recording experiments.

ART AND DESIGN

141. Art and design is increasingly valued throughout the school and is becoming a vibrant part of pupils' lives. Displays and colourful projects confirm that pupils' attainment is at nationally expected levels throughout the school. All pupils now study the techniques of successful artists, such as Klimt and Picasso. Last year, each class worked closely with an 'artist in residence' and pupils co-operated to paint large and impressive panels, which hang in corridors, stairways and the hall. During the school's arts week, parents helped to make

intricate, coloured jigsaw patterns for the hall, as well as life-size models of children for the playground. This represents both a good improvement in standards since amalgamation and the appointment of the present headteacher, and an extremely valuable use of art as a unifying and inspiring means of raising pupils' self esteem.

142. By the end of Key Stage 1, pupils are responsive to ideas and enjoy working in a range of media such as tissue paper, pencil, paint and crayon. They show developing skills of observation. Pupils in a lesson in Year 1 study themselves closely in mirrors and sketch portraits, paying keen attention to detail. In the other Year 1 class, pupils use their literacy skills simply, but well, to describe their portraits. Pupils in a Year 2 class produce an impressively realistic background painting for their work about Mexico.
143. No lessons were observed in Key Stage 2, due to the arrangement of timetables. Evidence from last year indicates that pupils work in both two and three dimensions, and that pupils' attainment at the end of Year 6 is at nationally expected levels, as they develop their skills progressively and thoroughly. The pupils in Year 6 last year used information and communication technology to create beautifully intricate patterns. Those pupils with special educational needs are catered for appropriately, usually being well supported by teaching assistants to ensure that they make the same progress as other pupils in the class.
144. The quality of teaching was good in the one lesson observed, and the standard of pupils' work from last year indicates that teaching is at least satisfactory throughout the school. Pupils enjoy art lessons and produce work of improving standard and sensitivity.
145. The subject has a new leader who, together with the headteacher, is committed to raising standards further, and to use art and design imaginatively to build pupils' self esteem. Planning includes detailed programmes of work for each year group and ensures that pupils develop their skills progressively. There is evidence that lessons have been well monitored in classes across the school. Learning resources are satisfactory and are used well. The learning experiences ensure that all pupils have opportunities to develop their work in art and design.
146. The areas for development:
 - encourage the further use of sketchbooks for experimenting with different techniques;
 - when planning lessons, to record the skills that pupils are to practise and learn;
 - use simple assessment consistently at the end of units of work.

DESIGN AND TECHNOLOGY

147. Standards in this subject are as expected at the end of both Year 2 and Year 6. There has been an improvement in the planning and assessment of pupils' work. The range of tools and materials available means that all topics can be successfully taught. Not all work in Key Stage 2 is of the expected standard, as some teachers lack confidence in their own grasp of the subject and are unsure about what these standards are. Pupils with special educational needs have full access to this subject and make satisfactory progress.
148. There was no teaching of design and technology in Key Stage 1 during the period of the inspection. However, scrutiny of pupils' work, the records of the subject leader and discussions with pupils, show that the standards achieved by this age group are in line with the expectations. Pupils in Key Stage 1 use pictures and words to describe what they want to do and explain how they will do it. They plan what to do next, and select appropriate tools and techniques to construct their product. They talk about their work and evaluate its success and suggest improvements. Pupils design healthy snacks and make puppets and moving vehicles. They develop their literacy skills by writing short plays to present with their puppets. Pupils also learn how to create movement in pop-up books by using sliders, pivots and flaps.
149. In the few lessons seen in Key Stage 2, the teaching was satisfactory in about half of the lessons and unsatisfactory in the others. In the satisfactory lessons, teachers had prepared the materials for the topic, explained the tasks clearly and kept pupils involved. In the unsatisfactory lessons, taught by teachers new to the school, teachers' understanding was poor and they failed to establish a calm working environment. Some pupils took advantage of this to

behave inappropriately. This meant that the work produced in these lessons was of an unsatisfactory standard. Pupils did not plan their work and were careless in their use of materials. In a lesson on bridges, the teacher gave little instruction as to what shapes make strong bridges. Pupils made no preliminary drawings and the teacher did not show them any ways in which the materials could be joined effectively. However, the work seen in pupils' books, and available records show that pupils attain standards close to expectations by the end of Year 6. Pupils generate ideas, and plan what to do next, based on their experience of working with materials and components. They use pictures and words to describe their designs. Some more able pupils write thoughtful evaluations of their work and make sensible suggestions for future modifications. Older pupils make photo frames, moving toys, musical instruments from scrap materials and vehicles that are controlled by a computer. By the time they reach Year 6, pupils have used a range of materials and techniques. They are familiar with labelling drawings, making lists of tools and describing in a step-by-step manner how they will construct their project.

150. The subject leader has been in post for one year and is well qualified in the area of design and technology. She recognises the need for further development, especially in helping colleagues to become more confident in their teaching. The subject leader has supplemented the nationally recommended guidelines with new material that is more suited to the needs of the pupils. Tools and materials are kept in a central location and are readily available. However, there is little display of pupils' work outside the classrooms and it would be beneficial for the profile of the subject if examples of pupils' work were celebrated more often in communal areas. Better use could be made of information and communication technology to support pupils' learning.
151. The areas for development:
- develop a comprehensive photographic record of work, so that all teachers are aware of the standards required;
 - improve teacher's expertise in the subject;
 - develop the use of information and communication technology in the subject;
 - celebrate pupils' work by allocating a public area of the school for display.

GEOGRAPHY

152. Due to timetabling arrangements, only two lessons were observed, one in Year 1 and the other in Year 2. Judgements are based on the lessons seen, analysis of work completed last school year, and discussions with pupils in Year 6 and with the subject leader. The evidence indicates that standards are in line with the expected levels at the end of Key Stage 1, but that they are below expectations at the end of Key Stage 2. This is because coverage of the topics is not in sufficient depth or detail and not enough emphasis has been placed on making sure that pupils increase their geographical skills systematically. Pupils with special educational needs make progress at similar rates to the rest of their classmates where they have adequate support.
153. There is no firm evidence to indicate any improvements in the subject since amalgamation, but the improved general standards of behaviour throughout the school and the exciting residential visits offered to older pupils, suggest that pupils' knowledge is likely to be of a higher level now.
154. At the end of Key Stage 1, the level of pupils' learning is satisfactory and progress has been sound. In Year 1, pupils start to develop the skills of map reading and they learn to draw simple plans of their route from home to school. Last year, pupils became aware of their local environment, when they made a survey of local traffic and discussed how to make the area safer. These skills were developed well in a lesson in Year 2 when pupils looked at globes and world maps and confidently identified Mexico. They started to learn how very different Mexico is to where they live, by doing research on the countryside and food, using books and menus, and by making and tasting a variety of Mexican foods and listening to typical music. All pupils including those with special educational needs were well involved in the two lessons, and by the end everyone had increased their knowledge considerably. However, more opportunities for speaking and listening could be developed in lessons. During last year, pupils practised their mathematical skills by recording the findings of surveys in the form of graphs. They used

computers to draw speedboats and pupils in Year 2 used their literacy skills to record why pupils like the seaside.

155. Evidence from last year indicates that pupils in Years 3 and 4 covered a satisfactory number of topics and that their attainment levels were generally in line with national expectations, although there was limited evidence for the development of some skills, such as giving reasons for the location of different places. It is possible that these took place as discussions, and were not recorded. Not enough opportunities were provided for all pupils to develop their written skills through geography, but they did use the Internet for research and the subject supported the development of numeracy skills through the use of mathematical tallies to record the amounts of different kinds of rubbish found in the playground.
156. By the end of Key Stage 2, pupils' attainment is below the levels expected nationally. Evidence from one class in Year 6 was weak, and from the other class there was insufficient evidence to show that pupils had used and developed their geographical skills to a satisfactory level. Some pupils had conducted independent research on different countries both from books and the Internet. Pupils report that they have worked hard at map reading, but that the use of co-ordinates has been restricted to mathematics lessons. The school is aware of these deficiencies and is devising a new programme of work throughout Key Stage 2 for this school year. It has not yet been finalised because the focus, at present, is on history.
157. The quality of teaching observed was very good in one lesson in Key Stage 1 and satisfactory in the other. An analysis of work indicates that teaching last year was at least satisfactory. The very good lesson seen was the result of detailed preparation, which ensured that there was a fascinating variety of appropriate activities. These kept the pupils interested and alert, so that they moved forward well and gained a lot of knowledge in a relatively short time. The quality of teaching at Key Stage 2 last year was less successful and the evidence offered indicates that learning levels slowed at the top of the school. Pupils did not have similar experiences in the oldest parallel classes and they did not develop their geographical skills to the levels expected nationally.
158. The subject leader has just taken over the post. She is extremely keen, willing to learn and expects to monitor both teaching and teachers' planning on a regular basis. Resources are barely satisfactory in some respects, such as aerial photographs of the local area, but the school has budgeted to make good any deficiencies discovered during the year. The school makes very good use of the local area, and also encourages older pupils to take part in residential visits to different parts of the country, which greatly enrich their geographical knowledge and general experience. Pupils from different ethnic backgrounds receive appropriate learning opportunities in geography.
159. The areas for development:
 - check planning, particularly at Key Stage 2, against the requirements of the National Curriculum to ensure that pupils develop their geographical skills progressively;
 - plan opportunities for pupils to develop their speaking and writing skills in geography sessions systematically;
 - develop the use of simple assessment at the end of each unit of work.

HISTORY

160. The levels of pupils' skills and understanding in history are below those expected in both key stages. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. The lack of relevant experiences, and the limitations of pupils' speaking and writing skills, are restrictive factors that adversely affect the standards reached. No direct teaching was observed at Key Stage 1 and judgements were made using other available evidence.
161. At Key Stage 1, pupils' notion of time is satisfactorily developed through the comparisons between events in the past and the present day and through their own personal 'histories'. For many pupils, however, chronology remains a somewhat vague concept. Pupils can identify some of the changes that have occurred over time using different sources of historical

information such as artefacts, photographs and books, but their knowledge lacks the detail that is customary for pupils of this age.

162. At Key Stage 2, the standards attained are also below those expected. Most pupils can recall important events related to the topics studied, such as the Vikings, Tudors, Romans and Victorians, but not in the depth or detail usually found in pupils of this age. Pupils' concept of chronology is satisfactorily developed, with the regular use of time lines, but, for many, their understanding is not as secure as might be expected. Pupils can describe the important features of the topics studied, together with the reasons for some of the major events, but only the higher achievers demonstrate knowledge appropriate for their age. The ability of pupils to investigate, interpret, and explain the past, is satisfactorily developed, but most are only just beginning to analyse the reliability, which can be placed upon the evidence from which historical information is drawn. Satisfactory use is made of information and communication technology to support learning as exemplified in the use of the Internet to research the Aztec civilization.
163. The quality of learning in Key Stage 1 is good and pupils are exposed to a systematic and fitting programme. Many enter the key stage with knowledge which is well below that expected of pupils of similar age and, although they make good progress, achievement in Year 2 is still below that expected. Those with special educational needs are integrated into the programme successfully and also make good progress. At Key Stage 2, pupils' progress is satisfactory, although inhibited by the lack of literacy skills. Most pupils, including those with special educational needs, make sound progress.
164. The quality of teaching in Key Stage 1 is now good, with pupils' work and discussion demonstrating significant gains in understanding. At Key Stage 2, teaching is also good, although the limited speaking and writing skills, the lack of relevant background experiences, and the inability of some pupils to sustain concentration result in only satisfactory progress. Lessons are carefully planned and provide a sound balance between direct teaching and practical opportunities. Teachers work hard to make the material meaningful and are mindful of the need to include skills and concepts as well as historical knowledge. These qualities were demonstrated in a Year 3/4 lesson relating to the power of Tudor monarchs, and in a Year 6 lesson focusing upon the concept of time. Pupils were challenged to think creatively, to offer opinions and to make interpretations. This had the effect of motivating pupils and of enhancing their learning and enjoyment of the subject.
165. No formal judgement was made in respect of pupils' attitudes at Key Stage 1 although the available evidence suggests that it is positive. At Key Stage 2, it is satisfactory. Most pupils are interested in the subject and some discuss their work with animation. Many pupils lack the self-confidence or range of language to contribute fully to the class discussions. Most collaborate with other pupils in a responsible fashion, although a minority find this difficult. A significant minority are unable to sustain concentration in upper Key Stage 2.
166. The newly appointed subject leader has considerable historical expertise and leads the subject well. She has quickly ascertained the important elements of her role and has the enthusiasm to drive through further improvements. History has a secure place in the overall curriculum and all pupils are given opportunities to participate fully including those from different ethnic backgrounds. Delivery of the curriculum is through a series of topics, which properly reflect the programme of the National Curriculum. Teachers are given clear guidance about what should be taught and when. Since the amalgamation, there has been good development of the subject.
167. The areas for development:
- explore ways in which pupils' experiences can be extended and enhanced;
 - create opportunities for pupils' speaking and listening skills to be developed in history lessons;
 - focus more specifically on developing pupils' sense of chronology.

INFORMATION AND COMMUNICATION TECHNOLOGY

168. Very good subject leadership and growing staff confidence are having a positive impact on the teaching and learning, and in improving the standards pupils attain in information and communication technology, however, standards are below expected levels at the end of both key stages. The evidence indicates that the status and levels of equipment were low, prior to the amalgamation, and the appointment of the new headteacher. This subject is being now being developed on good foundations, but pupils need further practice in order to improve their skills and teachers and pupils were unable to do this until relatively recently. Conversations with pupils confirm their basic lack of skills, at present, but teachers' planning and some elements of pupils' work show how hard the school is working to improve.
169. In Key Stage 1, pupils have opportunities to work within the relevant strands of the information and communication technology curriculum. Their work is appropriately assessed and monitored. Younger pupils practise their keyboard skills in the computer suite, as teachers remind them to type with more than one finger. More than half of the pupils in a Year 1 class key in simple sentences, and use the space bar, but a large proportion need support from the teacher and the teaching assistant. Teachers also make good use of programs that allow pupils to incorporate pictures with their work. A good example of this was seen during a literacy lesson, when pupils were making sentences and matching pictures using words with 'j'. The teacher skilfully incorporated the resulting work into her class records. In Year 2, pupils use the keys well to move the cursor. Although they use a disk to find their work from the previous lesson, the majority of pupils find it difficult to save and retrieve work. A good feature of the teachers' planning is the opportunities they give for pupils to improve their literacy skills, through drafting and re-drafting work, not simply using the computer to copy out their work in a neat form. A good example of this was observed at the beginning of the inspection, when pupils loaded a saved list of fruits and vegetables. These lists were linked with their topic work. The teacher gave very clear reminders about editing. Pupils noticed that some of their words were highlighted in yellow, the exercise being to change and make spelling corrections by using the mouse and arrow keys. They used dictionaries to correct their spelling mistakes. Many pupils displayed a growing facility with this task and one group realised with glee, that the changes they had made would alter their final printout. Later in the week, the teacher and pupils discussed just how useful this facility could be.
170. In Key Stage 2, pupils have appropriate opportunities to work within the relevant strands of the curriculum for information and communication technology. There are examples of good links with other subjects; for instance, history and geography, when pupils write for specific purposes, and in recording of science investigations. However, the picture is not consistent across all subjects and more use could be made of information and communication technology in English, especially for pupils in Key Stage 2 to improve the standard of their extended writing. In the past, pupils have incorporated digital camera images into information text. They have designed Christmas cards and altered various elements in order to make them more successful. The building of controlled robots, on-screen turtles and floor devices add breadth to pupils' experiences. The pupils with special educational needs also make good, effective use of the computer, for example using the 'Clicker four' program to practise vocabulary and sort ideas. Pupils in Year 6 are gaining in confidence as they are given more opportunities to use computer equipment. However, the majority of pupils have not reached the expected levels for their age. They need the support of teachers to judge what outcomes and results are reasonable and valid, because they lack the depth of understanding necessary. Most pupils find it difficult to combine pictures with text and present information for a variety of audiences. Further practice is required for pupils to become more proficient. Pupils have had the opportunity to use electronic mail, and to download and evaluate information from the Internet, but there is no evidence at this stage of pupils cutting and pasting information from the web and creating a scrapbook of information. Pupils in Year 3/4 use technology to study sounds or compose music.
171. Teaching is sound overall and the staff are growing in confidence. This is largely due to the subject leader's management. He has undertaken considerable training himself and supports the staff well. This means that he is delivering the statutory requirements, but is focusing on the development for specific teachers, rather than more general training. The school has involved

teaching assistants in the training, as they are frequently called upon to support pupils. Good examples of effective support were seen during the inspection. Because teachers are now more comfortable with the machines and the technology, they are using them well for their own preparation and planning of general work. Teachers explain well what is to be done in a structured way and this enables pupils to see the next step. Pupils are becoming more independent, as teachers try to strike a balance between helping them too much and letting them solve the problem for themselves. Most pupils behave reasonably well whilst in the computer suite, but a small minority sometimes become restless or frustrated when they hit a problem. Some expect instant attention, which the teacher is not always able, or willing to give. In a Year 3/4 class, the teacher tried hard to challenge pupils at differing levels of ability. However, a more able pupil became disinterested because the match of work was too easy and he needed regular reminders about working sensibly with his partner. The layout of the computer suite presents problems for teachers, because they cannot see all the pupils all the time. During demonstration sessions, the pupils are squashed into a small area. When overseeing learning, only one small corner affords a view of all the machines and, as soon as a teacher moves off to help, half the pupils are out of sight. This is not conducive to good behaviour management. There are insufficient chairs in the room and this leads to a lack of harmony for a small minority. On the whole, teachers try hard and cope with the situation. Plans are being made to rectify this problem. Use of the computer suite is timetabled too tightly, and this results in classes often being kept waiting outside

172. The subject leader gives very good leadership to his colleagues, and has a good vision of how the subject should progress. He has set up a very good system of tasks leading to assessment, which enable teachers to know how well their pupils are learning and what to do next. This means that pupils in Key Stage 1 are now achieving well, and pupils in Key Stage 2 are achieving as expected, when taking into account their prior attainment. The school and governors have made very good decisions about the funding and acquisition of new hardware. The new machines are having a positive impact on improving learning as teachers become more confident in their use.
173. The areas for development:
- resite the room or rearrange the furniture so that teachers have a much better view of pupils and a larger area for demonstration sessions;
 - adjust the timetable so that there are greater time lapses between lessons to avoid pupils waiting outside the room.
 - consider a different package of technical support in order to keep machines running and iron out any problems without drawing upon the class-based subject leader.
 - continue to build up pupils' skills by giving them regular access to computers and opportunities for frequent practice, both in the computer suite and in the classrooms.

MUSIC

174. Standards are below expected levels at the end of both key stages but pupils make sound progress. Evidence suggests that pupils' attainment was poor before the appointment of the new headteacher. Conversations with pupils indicate that little music took place prior to that time. The picture is now improving and teachers are working hard together with their pupils, to put music in its rightful place in the curriculum, although more opportunities are required for pupils to play instruments and compose their own music.
175. Pupils of all ages sing well and enjoy the activity. In assembly times, singing is often joyous when a song is well known, with pupils enunciating words clearly and with good intonation. In these situations, teachers take every opportunity to raise self-esteem through the use of solo performances by talented pupils. Very good examples of this were observed in the headteacher's assembly and in a Key Stage 1 assembly, where pupils were chosen to sing alone or to 'help' the others with words and timing. These pupils took their task very seriously and performed well, with evident enjoyment. They were praised appropriately and the younger pupils were given 'helpful' stickers as a reward.
176. The most successful singing experience for some of the more talented pupils takes place when performing with the community choir. The school employs a specialist music teacher to train

and conduct this choir. Since the appointment of this teacher, improvements have taken place in the teaching and learning for all pupils. During the inspection, the community choir gave a very spirited performance of singing, many songs being sung in parts, and the whole presentation engendered many emotions within the audience.

177. The quality of teaching is sound overall. Although in the past, little music making has taken place, teachers are now feeling more confident and are keen to improve standards. The school is beginning to build on foundations through further practice. Pupils in Key Stage 1 have the opportunities to identify a range of sounds and to discuss pitch, tempo and dynamics. Pupils in Year 1, for instance, identify sounds such as drum, bells, a bowl and spoon, or keys, and know whether the sound is fast or slow, loud or soft. However, they had more problems with the pitch, since each object's sound was in isolation rather than being compared to another. Pupils in Key Stage 2 explore sounds further in order to identify musical characteristics, adding texture to a song by using un-tuned percussion instruments. In a good lesson in a Year 3/4 class, most pupils sang with the shape of the melody. They performed simple parts with their instruments, and made improvements to their performance. On the whole, they were co-operative and considerate of other groups by moderating their volume as they practised. Older pupils play cyclic patterns using un-tuned percussion, voice and body parts. Many pupils were unable to keep a strong beat and found a sense of rhythm difficult to maintain. However, some of the pupils were able to keep in time until the end of the lesson as they practised three rhythms.
178. The subject leader has only recently taken over responsibility for music. The school provides opportunities for pupils to gain self-confidence through expressing themselves in a variety of activities, such as dance, drama, movement and poetry, as well as music. All classes take part in two performance assemblies a year, and in major productions. Since April, music has become part of the subject leader's responsibility, and she has undertaken a review of the curriculum. She has already monitored some of the pupils' experiences and has had good advice from a music adviser. The school's decision to employ a specialist teacher to advise and deliver in-service training for the staff is beginning to pay dividends, in terms of their own subject knowledge, confidence and ability to teach music. The subject leader is very enthusiastic and keen for the subject to improve. She is already aware of what is needed to improve.
179. The areas for development:
- create more opportunities for pupils to play instruments and practise their skills;
 - generate occasions in which pupils can compose music independently;
 - continue to develop staff expertise in music.

PHYSICAL EDUCATION

180. Standards in physical education are average at the end of both key stages. Pupils' progress is generally good, throughout the school, because teaching and learning are good and pupils are enthusiastic and enjoy physical activity. Those pupils with special educational needs also make good progress because they are supported by teaching assistants and given encouragement by teachers to participate fully in all activities. All pupils dress appropriately for physical education activities.
181. There is insufficient evidence to make a judgement on the progress made in the subject since the school was amalgamated but the general ethos in school for learning has improved and pupils' attitudes and behaviour to school are more positive. The management structure has also been strengthened and, as a result, there is better leadership.
182. Pupils in Year 2 are beginning to learn the importance of warm-up activities before undertaking vigorous exercise. They improve their skills satisfactorily during floor activities, by practising and devising new ways of movement in order to build a simple sequence. Some pupils produce an imaginative interpretation of the tasks set by the teacher and demonstrate their sequence to the class. Although the evaluation of performance is largely teacher led, some pupils are confident enough to explain what they liked about the activities of others in the class. However, their limited language skills prevent them from giving a detailed description.

183. In Year 6, pupils show an increasing awareness of tactics in games activities. In a simulated, two against two, netball game, pupils move into space to receive a pass or try to lose their marker to gain an advantage. They understand the terms 'blocking', 'dodging', and 'co-operation', and use these to describe the tactics applied. Pupils also have a basic understanding of the affects of exercise on the body and the need to warm up muscles before strenuous physical activity.
184. Pupils are given too few opportunities to discuss their own performance and evaluate that of others in their class. Teachers tend to focus on good examples of work they have observed and do not involve pupils enough in the evaluation process. As a result, pupils find it difficult to compare and comment on the performance of others. From evidence provided by the school and conclusions drawn from discussions with pupils, standards in swimming are also broadly average. The majority of pupils can swim 25 metres and are increasing their competence in a range of strokes. They have a sound understanding of water safety procedures.
185. The quality of teaching and learning is good. Teachers have generally good subject knowledge and teach with confidence. They provide pupils with a vigorous warm up and talk knowledgeably about the techniques required to improve performance. Planning is thorough and pinpoints key areas of learning that are to be taught. Classes are managed well. Teachers know how to channel pupils' natural enthusiasm and ensure that they concentrate on tasks and physically commit themselves to activities. Because lessons are stimulating, and provide a variety of different tasks, pupils behave well. There are examples of pupils working well in pairs, showing good levels of co-operation. In one excellent lesson in Key Stage 1, the teacher had very high expectations. She challenged pupils to think hard about their sequence of movements, moving round the hall making comments such as 'boring, boring, not exciting enough'. The pupils responded positively and tried new, more ambitious approaches.
186. The school has developed a good range of activities in both key stages across all the prescribed elements. The outdoor and adventurous activities at Ledbury and Puncelli have been particularly successful in providing pupils with stimulating, physical and social activities. Extra-curricular activities are well supported by pupils, especially the football and gym clubs.
187. The subject leader has not been in post for long and recognises that more development is required to construct a whole-school scheme of work and establish assessment procedures. However, a useful development plan is in place which should, if carried through properly, enable the subject leader to monitor and assess standards in the school. Learning resources and the school's accommodation are good. These are used effectively to promote a good range of activities and to enhance pupils' quality of learning.
188. The areas for development:
- devise a whole-school scheme of work and establish assessment procedures;
 - develop the subject leader's monitoring role;
 - increase opportunities for pupils to evaluate their own performance in order to develop their reasoning, speaking and listening skills further.

RELIGIOUS EDUCATION

189. Only three lessons were observed during the inspection. Teaching in two of them was judged as good and the other satisfactory. Judgements are based on those observations as well as samples of previous work and discussions with pupils and teachers. The religious education curriculum meets statutory requirements and follows the guidelines of the locally agreed syllabus. All year groups study different practices and beliefs in suitable depth. Teachers' planning ensures that pupils make satisfactory progress in acquiring knowledge and understanding of different religions, cultures and beliefs, and standards, by the end of both key stages, are similar to those found in most schools.
190. By the end of Key Stage 1, pupils show a satisfactory understanding of the Christian and Islamic faiths, and are aware of the importance of prayer and the rules that matter in people's lives. They know that the Bible and the Qu'ran are books that are special to these different religions, and they are familiar with popular Bible stories such as 'Joseph's Coat of Many

Colours.’ They are given opportunities to discuss the places of worship used in the two religions and know, for example, that Muslims have their own individual mat for praying, and that churches are used for weddings and baptisms.

191. In Key Stage 2, pupils are encouraged to consider their own beliefs and compare these with Christian teaching. While there is an appropriate focus on Christianity, the study of different faiths also supports pupils’ knowledge and appreciation of other cultures. They continue to explore Islamic rites of passage and go on to learn about Jewish festivals and traditions. By the end of the key stage, they are aware that there are many similarities as well as differences between the various faiths and that, for instance, the notions of respect for the laws and for the beliefs of others are common to each of them.
192. Insufficient lessons were observed in order to make an overall judgement on the quality of teaching. In the lessons seen, teachers provided good opportunities for pupils to discuss religious issues and other spiritual and moral themes such as responsibility and the importance of family life. Pupils respond well to these opportunities, which make a positive contribution to their personal development. The school places great emphasis on teachers’ inclusion of such opportunities for discussion and reflection in their planning. The examples of pupils’ previous written work reflect a slightly less consistent approach, with some variation in the amount and quality of the work expected from pupils within certain year groups. Teachers include visits to local churches in their planning and this has a positive effect on pupils’ understanding of Christian traditions, although there are few similar connections with other religious communities.
193. The headteacher has taken over the leadership of the subject during the period since amalgamation, following the departure of the previous leader. This has proved to be a positive step, since it has enabled her to build strong links between school assemblies, religious education and spiritual, moral, social and cultural development. This provides extended opportunities to explore at length notions such as courage in one’s convictions or heroism and strongly underpins the aims and values of the school. There is now a solid platform for further improvement.
194. The area for development:
 - widen the range of visits to places of worship and of visits to the school by representatives of the various faiths.