

INSPECTION REPORT

**WELLESBOURNE CHURCH OF ENGLAND
PRIMARY SCHOOL**

Wellesbourne, Warwickshire

LEA area: Warwickshire

Unique reference number: 125651

Headteacher: Mr Graeme Burgess

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 24th – 27th June 2002

Inspection number: 249940

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Mountford Close Wellesbourne Warwickshire
Postcode:	CV35 9QG
Telephone number:	01789 840311
Fax number:	01789 840108
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Coton
Date of previous inspection:	July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Doug Hayward 21234	Registered inspector	English Information and communication technology Art and design Design and technology Special educational needs English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught?
Alan Dobson 9928	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Gail Robertson 24137	Team inspector	Foundation Stage Science Physical education Religious education	How well is the school led and managed?
Katherine Spencer 30028	Team inspector	Mathematics Geography History Music Equal opportunities	How good are curricular and other opportunities How well does the school care for its pupils?

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambridgeshire
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wellesbourne Primary is a small Church of England school for pupils from 4 to 11 years of age. It is situated in the village of Wellesbourne, about 5 miles south of Warwick. The school occupies two large sites, within a quarter of a mile of each other. The smaller 'Hastings' site houses the reception class and two Year 1 classes. Many improvements have recently been carried out, including a new outdoor play area aimed specifically at improving facilities for children in the reception class. The 'Mountford' building houses classes from Year 2 to Year 6. This has also undergone many recent improvements, including the addition of a new and spacious computer suite.

Currently there are 216 pupils on roll. The number of pupils attending Wellesbourne has significantly increased in the last two years. The percentage of pupils eligible for free school meals (10 per cent) is broadly in line with the national average. The percentage of pupils identified with special educational needs (41 per cent) is higher than the national average. The percentage with statements of special educational need is below average. Almost all the pupils attending Wellesbourne are white, although the percentage of pupils speaking English as an additional language is a bit higher than in most schools. Children are admitted to the reception class in the September of the year in which they are five. Assessments given shortly after children start in the reception class show that their attainment varies from year to year, but is gradually improving each year and is now average overall.

HOW GOOD THE SCHOOL IS

Many aspects of the school's work have improved in the last two years as a result of decisive and dynamic leadership from the headteacher. The school won an Achievement Award from the Department for Education last year for steady improvement in results. This is an increasingly effective school that fully deserves parents' confidence and its growing reputation. The school provides sound value for money.

What the school does well

- Teaching is good or better in two-thirds of lessons. It is very good, and occasionally excellent, in about a fifth of lessons.
- It helps pupils in Years 1 and 2 to make good progress.
- It forms strong links with parents that help pupils to learn.
- It is good at finding out what pupils can do and then planning work at the right level for them.
- Many improvements have been made that make it a much nicer place in which to work.
- It helps pupils to attain high standards in science.
- The headteacher and deputy headteacher provide very good leadership.

What could be improved

- Standards in English for 11-year-old pupils.
- Standards in art and design, design and technology and music at the end of Key Stage 2.
- The part that subject co-ordinators play in monitoring and developing their subjects.
- The deployment of classroom support staff to help pupils to learn.
- Planning to help pupils with English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998, when it was judged to provide unsatisfactory value for money. The appointment of the current headteacher two years ago has resulted in many changes and improvements that have had a positive impact on the quality of pupils' education. All the key issues from the previous inspection have now been addressed, although many of them were not satisfactorily dealt with until the headteacher took up post. Some have still not been completely resolved, because the measures put in place will take more time to have a lasting effect, **but the school is now in a good position to improve still further.** Teaching at the end of Key Stage 2 is now very good, and improving standards in literacy

and numeracy were recognised last year by a 'School Achievement Award' from the Department of Education and Skills. Planning for children in the Foundation Stage¹ has improved and there are now good systems in place for assessing how well pupils throughout the school are doing. Standards in information and communication technology have improved tremendously. A new computer suite has been installed and pupils use modern technology confidently. Many improvements have also taken place in areas not identified as key issues in the previous report. For example, the classrooms and corridors have been redecorated and provide a much more attractive place in which to work and learn. Pupils' behaviour has improved considerably and is now good as a result of the school's hard work, and many parents acknowledged this in their questionnaires.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	E	E
Mathematics	E*	D	D	D
Science	E	D	A	A

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

Results in tests for 11-year-olds in the last four years have usually been 'below average' or 'well below average'. This is the result of some teachers not challenging pupils to achieve the best standards that they are capable of. Pupils' progress, especially in the lower juniors, in recent years has not been good enough. Test results show that many pupils do not maintain the progress that they make in Key Stage 1. There has been a marked improvement in pupils' results in all subjects recently in Year 6, and although results in English are still not high enough, they are much better than they used to be. Standards of pupils' work in Year 2 have steadily improved. Their 2002 test results in reading, writing and mathematics are better this year than they have ever been. Most pupils achieve the Early Learning Goals by the end of their reception year². During the inspection, standards in Year 6 were below average in English, art and design, design and technology and music, average in mathematics, geography, history, physical education and religious education, above average in information and communication technology and well above average in science. Standards at Key Stage 1 were well above average in mathematics, above average in reading, science and information and communication technology and in line with standards expected of 7-year-olds in writing, art and design, design and technology, geography, history, music, physical education and religious education. As teaching improves, and expectations of what the pupils can achieve get higher, the school's targets for pupils' attainment at the end of both key stages are becoming increasingly challenging

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils say that there have been many changes recently that have improved the school. They are proud of Wellesbourne Primary and say that, 'We would recommend the school. It is enjoyable and provides a good education'.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Parents say that behaviour has improved. Pupils agree and say that, 'The school rules are fair and they have helped to make the school a better place than it used to be'. They agree that bullying is not an issue.

¹ Foundation Stage – this was introduced in September 2000 and forms a separate stage of education for children from the age of three until they reach the end of the reception year.

² - Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical and creative development.

Personal development and relationships	Pupils value the awards that they receive for personal effort and consideration for others. One pupil said that receiving her <i>Gold Leaf Award</i> , <i>'made me prouder than I have ever been'</i> . There are not enough opportunities yet for pupils to take responsibility or to work independently. Relationships are good.
Attendance	Good. It is better than in most schools. Morning registration takes too long.

TEACHING AND LEARNING

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

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

During the inspection 42 lessons were observed. In all lessons except one, teaching was at least satisfactory. In about two-thirds of lessons teaching was good and it was very good in about a fifth of lessons. In good and very good lessons work was very well planned at just the right level to make pupils think carefully and to make good progress. The teachers in Years 3 and 4 had been in school for only a few days and were replacing two teachers who were absent through illness. The school has experienced long-term staff illness in Year 4, and circumstances beyond its control have meant that pupils have had a number of teachers this year. Pupils in Year 4 say that, *'It's really confusing because all teachers have different ways of working'*. Teaching in the Foundation Stage helps children to settle into school quickly and make sound progress. Teaching in Years 1 and 2 is at least good, often very good, and occasionally excellent, and helps pupils to make good progress and achieve good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school quite rightly emphasises the importance of the '3Rs' and has improved standards in these, especially in Key Stage 1. It is working hard to improve standards in other subjects, although there are gaps in older pupils' work, for example in design and technology and music. Pupils are very proud of the new information and communication technology suite and computers are being used more effectively now to help pupils learn.
Provision for pupils with special educational needs	Satisfactory. Work is carefully planned by teachers to match pupils' ability in lessons. Classroom support assistants are not always used effectively to help pupils make progress.
Provision for pupils with English as an additional language	Unsatisfactory. The school does not plan work carefully enough for pupils with English as an additional language to ensure that they make progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. Pupils are aware of what is right and wrong. The school is good at recognising and rewarding pupils' achievements. There are good examples of pupils expressing personal feelings in their writing.
How well the school cares for its pupils	Staff like and value the pupils, and relationships in school are good. Pupils say, <i>'Mr Burgess is cheerful and that makes the teachers and us cheerful as well'</i> . The school has worked very hard and successfully to improve the way in which it assesses pupils' work to help them make progress. Parents are right to feel that their children are in good hands and are safe and secure whilst at school.

The school is very well regarded by parents, who support the many improvements that have been made. It recognises the important role that parents play in their children's education and sends out lots of good information, including regular newsletters. The school makes parents welcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher make a strong team and provide very good leadership and management. They have worked very hard to improve the pupils' learning. There have been few opportunities in the past for staff to take responsibility for subjects and for making decisions to help improve the school. The school is now tackling this area successfully.
How well the governors fulfil their responsibilities	Many new appointments have been made and governors are gradually becoming more involved than they used to be in monitoring standards and the way that the school is run. They are developing their role as <i>'critical friends'</i> to the school so that they can be fully aware if pupils are achieving their best.
The school's evaluation of its performance	The school is very keen to do all it can to continue to improve. It is constantly checking on the impact of the changes it has made to help pupils to achieve higher standards.
The strategic use of resources	The school uses its budget and all available funds well to improve the quality of teaching and education that pupils receive.

The school is a much brighter and better-equipped place than it used to be. New resources are helping to improve pupils' standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-four parents attended a meeting with the registered inspector before the inspection started and 121 (56%) returned their questionnaires. This is a high return rate for questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Almost all parents feel that pupils behave well in school. • Most parents feel that the school works closely with them, that teaching is good and that there are high expectations of their children. • Almost all parents feel that the school is well led and managed. • Most parents feel that there is a good range of activities for their children outside lessons. 	<ul style="list-style-type: none"> • A small number of parents disagreed with the amount of homework that their children receive. • A few parents felt that they were not well enough informed about their children's progress.

The inspection team agrees with parents' positive comments. Homework is set and marked regularly and supports the work in the classrooms. The quality of reports varies from class to class. In some cases at the beginning of Key Stage 2 they are inaccurate, contain grammatical errors and lack credibility.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Children in the Foundation Stage

1. Children enter the reception class at the beginning of the school year in which they are five. Although they start school on a part-time basis, they all attend full-time within a week or so of starting, as long as their transition from playgroup to school is an easy and successful one. Children who take a little longer to settle attend on a part-time basis for additional time.
2. As in all reception classes nationally, basic assessments are given to children within a few weeks of starting to find out how much they know, and what experiences they have had, of language, mathematics and social skills. Results show that at the time of the previous inspection, children started at Wellesbourne with average attainment overall. Since then, each year's intake of children has shown lower attainment than expected in schools throughout Warwickshire. In recent years the numbers starting at this school have dropped and some children from more advantaged social backgrounds in the village have joined other schools in the area in preference to Wellesbourne. Interestingly, however, attainment this year shows that attainment is broadly average. This reflects the school's growing popularity in the area and once again the intake more accurately reflects the broad social mixture of the village.
3. Children make sound and steady progress in the reception class. They benefit from supportive staff and lessons and activities that build well on their previous experience. By the time that they leave the reception class most will have attained the Early Learning Goals and they are well prepared for work in Year 1.

Key Stage 1

4. The results of the 2001 national tests and assessments for 7-year-old pupils show that the percentage attaining Level 2³ was below average in reading and mathematics, but above average in writing and science. The percentage attaining Level 3 was well below average in reading, below average in writing and mathematics and above average in science. In comparison with those in similar schools, results were below average in reading and writing and well below average in mathematics.
5. Results of national tests and assessments in Year 2 have shown a very mixed picture since 1998, with no steady or consistent trend of improvement. There was very little evidence that pupils were making the progress of which they were capable and there was a culture of low expectations of what pupils could do. Improved results one year would not necessarily be followed by an improvement the following year, but the school could not account for fluctuations in results other than to attribute it to the different ability range of each cohort.
6. On the basis of the school's results in the years before his appointment, the headteacher targeted improvements in all subjects at the end of Key Stage 1. He did not view below average attainment when children started school as any obstacle to pupils' attainment as they move through the school. That is, he insisted on the school expecting the very best that pupils are capable of, no matter what their ability is. The impact of his expectations,

³ Levels – by the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who attain Level 3 are, therefore, attaining above nationally expected levels. By the end of Key Stage 2 pupils are expected to attain Level 4 in English, mathematics and science. Those who attain Level 5 are, therefore, attaining above nationally expected levels.

and the measures that he has put in place for pupils to achieve higher results, are apparent this year, as can be seen in the table below. Although there are no nationally validated results against which to compare, there have been some significant gains in the 2002 tests, especially in reading and mathematics.

Percentage of pupils at Level 2 and above

	Reading	Writing	Mathematics
1998 / 1999	89	86	86
1999 / 2000	82	82	78
2000 / 2001	82	83	89
2001 / 2002	95	85	100

7. There have also been considerable improvements in pupils' results at the higher Level 3 in the current tests. Perhaps this is even more significant when considering that these pupils were assessed as having below average attainment on their entry to the reception class in 2000. In reading and mathematics, 50 per cent attained Level 3, compared with 18 per cent last year. In writing, the percentage has increased from none last year to 18 per cent this year.
8. During the inspection, standards for 7-year-olds were judged to be well above average in mathematics, above average in reading and science, and average in writing. In the foundation subjects, pupils are attaining standards that are above those expected nationally in information and communication technology. Standards are in line with those expected of 7-year-olds in art and design, design and technology, geography, history, music, physical education and religious education. All pupils in Years 1 and 2, including those with special educational needs, are making good progress. The measures that the school has recently introduced to monitor their progress and to set realistic, but challenging targets, and teachers' improved planning (**see paragraphs 18, 19, 42**) are all playing a part in helping to raise standards throughout Key Stage 1.

Key Stage 2

9. The results of the 2001 national tests for 11-year-olds show that the percentage of pupils who attained Level 4 or higher was below average in English and mathematics and above average in science. The percentage attaining Level 5 was average in English and mathematics and well above average in science. In comparison with those in similar schools, results were well below average in English, below average in mathematics and well above average in science. With the exception of science last year, results for 11-year-olds have never been higher than '*well below average*' in English, mathematics and science since 1998, compared with those in all schools. This is a sustained picture of low attainment, especially in English and mathematics, until improvements occurred last year, as can be seen from the table below.

Percentage of pupils at Level 4 and above in school and nationally

	English		Mathematics		Science	
	School	National	School	National	School	National
1997/98	48	68	45	61	0	73
1998/99	67	73	43	71	57	82
1999/00	69	77	58	73	84	87
2000/01	68	75	65	71	97	87

10. Projected results for the percentage of pupils attaining Level 4 this year based on teacher assessments were 52 per cent in English, 74 per cent in mathematics and 88 per cent in science.

11. The low results in Year 6 over a period of several years are the consequence of low expectations, unsatisfactory planning, a lack of effective monitoring and a failure to implement the National Literacy and Numeracy Strategies fully across the whole school. Progress through the key stage has been extremely inconsistent. The pupils' low results in optional tests, which should have given cause for concern, have not been used to identify weaknesses or introduce measures to address them. In many cases pupils seem to have regressed, rather than made progress.
12. For example, pupils in the current Year 6 cohort took the end-of-Key Stage 1 tests in 1998, when 83 per cent of them attained Level 2 or higher in English. In 2000, in their optional tests at the end of Year 4, only 31 per cent of them attained the expected Level 3 in English. When the current Year 5 cohort took their end-of-Key Stage 1 tests in 1999, 89 per cent attained Level 2 or above in reading and 86 per cent attained Level 2 or higher in writing. In their tests at the end of Year 4 in 2001, only 70 per cent attained Level 3 or higher in reading and a mere 24 per cent attained Level 3 or better in writing. This pattern is similar for pupils currently in Year 3 and Year 4.
13. Even allowing for a national trend that shows a slight dip in attainment when pupils move into Key Stage 2, attainment for pupils at Wellesbourne is lower than it should be. Because progress slows so dramatically in Years 3 and 4, there is a huge amount of ground to try to make up in Years 5 and 6. In fact, based on their English results in Year 4, only 25 per cent of the current group of Year 6 pupils were predicted to attain Level 4 in this year's tests. The fact that over half have now been assessed at Level 4 means that many of them have made at least good, and possibly very good, progress in the last two years of primary school. They have shown what could have been achieved if they had made consistent progress through the key stage.
14. During the inspection, standards were judged to be below average in English overall, but well below average in writing, average in mathematics and well above average in science. In the foundation subjects, standards were above those expected in information and communication technology, average in geography, history, physical education and religious education and below average in art and design, design and technology and music. Below average standards are as a result of subjects that have lacked attention in recent years and where there has been no systematic monitoring of planning or the pupils' work.

Across the school

15. Most parents said in their questionnaires and at the pre-inspection meeting that they were pleased with the progress that their children were making. The inspection team shares this view in all areas in the Foundation Stage and in Key Stage 1, but not consistently in Key Stage 2. However, there is no doubt that since his appointment the headteacher has recognised under-attainment and under-achievement in school. He has acted decisively to identify where progress and attainment are not as good as they should be and has introduced measures specifically designed to address these weaknesses. They are having a dramatic impact. However, they are taking longer to impact on older pupils in Key Stage 2, where there has been a history of low expectation, than with younger pupils.
16. The lack of consistent progress has not only had a damaging effect on pupils' results in national tests in Year 6. It is also evident that many older pupils have low self-esteem and do not see themselves as successful learners. The good systems that the headteacher has introduced to monitor pupils' progress and set targets are already showing positive benefits. It is taking longer to raise pupils' self-esteem, although there are signs in some areas that this is happening.

17. The school has introduced new and effective ways of tracking the progress that pupils make, then setting challenging targets for them as they move through the school and monitoring the progress they make towards achieving or exceeding them. This tracking now starts with children in the reception class. Their early assessments provide a 'baseline' against which to judge future progress. Using a range of tests, the school has now started to map how well pupils are attaining in different subjects. New systems also enable the school to identify any pupils with special educational needs and to provide additional support if necessary. They also assist in the identification of higher attaining pupils. The fact that so many more pupils achieved Level 3 this year in tests for 7-year-olds than in the past clearly supports the school's moves to add further challenge to their work.
18. Improved planning has greatly helped to speed up pupils' progress. Teachers used to plan individually and there was very little monitoring of teachers' plans to ensure that pupils were tackling gradually more difficult work as they got older. Monitoring also helps to avoid the situation that has arisen at Wellesbourne, where particular subjects have been neglected and pupils' skills in them are not logically developed so that their learning builds on what they have done before, for example in art and design. Planning is now extremely detailed and includes opportunities for pupils of different abilities.
19. The monitoring of planning also ensures that national strategies are adopted fully by all staff and are firmly in place. This was not always the case in the past. Improved results in mathematics this year in both key stages are the result of the full implementation of the National Numeracy Strategy. Pupils' mental arithmetic has improved, as has their awareness of the use of number. The school now plans good opportunities for pupils to apply their knowledge of number to problem solving. Similarly, good opportunities for pupils to carry out scientific investigations have meant that pupils' results in science tests at the age of 11 have improved greatly in the last two years. They now use scientific vocabulary well and are able to pose their own hypotheses about how things might happen. Improving results in national tests in mathematics and science show just how well these pupils can do and the high standards that they are capable of achieving.
20. Older pupils' results in English are taking longer to improve. This is partly because the National Literacy Strategy was not fully implemented and essential elements were not taught. This is most apparent in pupils' writing, despite the fact that the standard of writing was a key issue in the previous report. Many pupils are able to express themselves sensitively and thoughtfully in writing, but their ability to do it in complex sentences, with correct punctuation and spelling, is limited because they have not been taught how to. The weakness in writing is also apparent in the limited contribution of literacy to other subjects. In their reading, pupils have not been used to using non-fiction books as a source of information. They have not enjoyed a wide range of books and very few have developed preferences for authors or of different genres.
20. One of the more notable successes of the school's work is in information and communication technology, an area heavily criticised in the previous report. The installation of a new computer suite and greater teacher expertise has enabled pupils to build up a high level of skills, and pupils of all ages and abilities make good progress.
21. The school is working hard to address its weaknesses. In some areas there has been rapid success that is visible to all. In others, more time is needed for success to be measured. The head is determined that pupils will view learning enthusiastically and that they will be provided with the basics in reading, writing and mathematics with which they can tackle learning successfully. Older pupils are successfully and enthusiastically tackling a new approach to learning through 'mind-mapping'. This helps them to take a logical, planned approach to learning and to establish a logical order in which it can be

carried out, deciding on an order of priority. Pupils in Year 6 saw distinct advantages to working this way.

22. The progress made by pupils with special educational needs and those with statements of special educational need is sound at both key stages when they are working in classes. Teachers are good at planning work that is suitable for the range of pupils' abilities and they are fully included in all aspects of lessons. The work of classroom support assistants is not well focused, however. No formal system exists for the classroom support assistants to make written assessments of the pupils with whom they work. Nor is there any means of class teachers recording any specific aspect of work or any specific pupil they would like the support assistant to focus on. Consequently, opportunities to build up a written record of pupils' progress are lost. Individual education plans are currently being re-written. They are concise, with easily measurable targets.
23. During the inspection there was no indication that groups of boys or girls were treated differently. The very few pupils from minority ethnic groups are fully included in all aspects of the school's work. There is a huge gender imbalance in Year 6, with four times as many boys as girls. Nevertheless, girls said that they did not feel outnumbered or disadvantaged and there was no apparent difference in their attainment in lessons. Pupils generally said that teachers are 'fair' to all of them. However, the school does not do enough to support the few pupils at an early stage of learning English as an additional language. It does not have a policy about what to do, despite regularly admitting a small number whose parents work at a nearby research establishment. The additional support it has recently bought in to support pupils is working well on an individual basis, but there is no strategy for the long term development of pupils' English or how they can best be supported in school.

Pupils' attitudes, values and personal development

24. The pupils' attitudes to school are good overall, but are more positive amongst the younger pupils than the older ones. This is a similar judgement to the one made in the previous inspection. Behaviour has improved since the previous inspection and is now good. Relationships and the way the pupils develop their personal qualities remain satisfactory. The good rates of attendance have been maintained.
25. Pupils are proud of the school, which they think has improved significantly since the current headteacher was appointed. In Key Stage 1, pupils settle down quickly and are keen to join in lessons. Hands shoot up when questions are asked and pupils work hard when given a task to do. They love school and there is a clear and noticeable enthusiasm for learning. In Key Stage 2, this enthusiasm is less apparent and some older pupils have almost 'switched off' as regards wanting to learn. In Year 6, because of good and very good teaching, most pupils understand the value of education and generally work hard, although there remains a significant minority of pupils who are particularly disenchanted with all aspects of literacy. For instance, few pupils have acquired a love of reading.
26. Behaviour is good overall and mirrors the pupils' attitudes. In Key Stage 1 lessons, pupils are quiet, orderly and very well behaved. In Key Stage 2, behaviour reflects the quality of teaching. When behaviour is less good, some pupils are inattentive, they fidget and sometimes disturb others. The school's behaviour procedures are very effective when applied consistently and any disruption is kept to a minimum. Throughout the school, pupils understand the rules and think they are fair. They take seriously the gaining of awards. Behaviour in assemblies is very good and although older pupils, particularly boys, are reluctant to sing, all pupils are respectful during prayers. Movement around the school, and between the two buildings, is orderly. Dining is well organised and table manners are good. Play areas have a friendly atmosphere where pupils play happily

together. For instance, boys and girls play football together by choice. Pupils report no concerns regarding bullying and express great confidence in the ability of the headteacher to sort out any problems. There have been two temporary exclusions in the last year. At the previous inspection only 32 per cent of parents thought behaviour was good, now the figure is 96 per cent. Parents say the improvement has occurred since the current headteacher arrived.

27. The school is a friendly community where relationships are good. Pupils get on well with each other and with the many adults in the school. They are polite and courteous and make visitors welcome. When working in pairs or groups, pupils usually collaborate well and are prepared to listen to each other's opinions. The pupils take homework seriously. Awards for personal effort and showing consideration for others are valued. School clubs are popular and well attended. Pupils enjoy performing to a wider public; for instance, during the inspection, pupils in Year 6 enthusiastically took part in a dance festival that involved other schools. There are, however, too few opportunities for pupils to develop a sense of responsibility and to build up skills that will allow them to learn independently. For instance, few pupils are involved in helping to run the school, with the exception of basic class monitor duties. Not enough use is made in the library of pupils' computer skills for research. Despite pupils' overwhelming support for all the measures that the headteacher has introduced to improve the school, pupils feel they that they would like to be consulted about future developments. The school council is a useful innovation, but its effectiveness is limited because it meets infrequently and pupils currently play only a minor part in its organisation and administration.
28. Attendance is good. The school consistently achieves a rate that is better than the national average for primary schools, and this year is no exception. Most pupils are punctual, although the 15 minutes allocated for morning registration is too long. This results in time being wasted and does not set a purposeful tone to the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

29. The quality of teaching during the inspection was good overall and promotes good achievement overall. There are differences in the quality of teaching between classes and key stages, although staff absence made it impossible to tell if this was a permanent feature of teaching. Teaching was at least satisfactory in 98 per cent of lessons. It was at least good in 64 per cent of lessons and very good, and in one lesson excellent, in 21 per cent of lessons. In the only unsatisfactory lesson the teacher had not appropriately planned how the pupils should use resources to help them learn. In their pre-inspection questionnaires 95 per cent of parents thought that teaching was good. Teaching was good in about half the lessons in the reception class and in Key Stage 2 and in over three-quarters of lessons in Key Stage 1.
30. Teaching is much better in this inspection than when the school was previously inspected. In that inspection only 8 per cent of teaching was judged to be very good compared with 21 per cent currently. Additionally, there were significant weaknesses in the teaching of pupils in Year 6. In this inspection, teaching in Year 6 was never less than good, and was very good in half those lessons. This is a major improvement in the quality of teaching at the end of Key Stage 2. The quality of teaching at Wellesbourne is very similar to national figures. In schools nationally, 75 per cent of teaching is good or better and very good in 17 per cent of lessons.
31. The improved quality of teaching has been achieved with some of the same staff as in the last inspection. However, two temporary teachers stepped in at short notice to teach the Year 3 and Year 4 classes in the absence of their class teachers. Better teaching has been achieved through much more rigorous monitoring by the headteacher, deputy

headteacher and literacy and numeracy co-ordinators. Much improved shared planning, a greater focus on the complete implementation of the National Literacy and Numeracy Strategies, and the successful application of the school's new behaviour policy have also played a major part in more effective teaching and learning.

32. The unsatisfactory behaviour associated with the low expectations and slow pace identified in the previous inspection are no longer apparent. In fact, when teachers consistently applied the school's behaviour policy there was a clear response from pupils. There are a small number of pupils in some classes who are not easy to teach. Many have difficult home circumstances and their mood and attitude to school vary almost from day to day, depending on what has happened at home. Teachers generally deal with these pupils well. The existence of a whole-school behaviour policy adds a consistency of approach that challenging pupils understand. Temporary teachers also found the policy very useful. They knew exactly what the response should be to misbehaviour or a lack of co-operation. It is a credit to all teachers that on the rare occasions when pupils did not comply with their high expectations, they dealt with challenging behaviour in a non-confrontational way and prevented difficult behaviour from becoming unacceptable.
33. The teachers use the school's system of rewarding positive behaviour very well. Pupils are keen to 'earn' merit points that eventually add up to a merit certificate that they receive in assembly. Parents at the pre-inspection meeting told how their children enthused about receiving merit awards. Coupled with the school reward system is the teachers' use of praise to motivate them and to raise their opinions of themselves. This aspect of teaching was evident in all classes, and particularly effective in Year 6 where many pupils have low self-esteem. During all lessons teachers will say, 'Good boy!' or 'Great idea!' or, 'Well done! You're very good at this! You know a lot!'
34. This is all part of their strategy to include pupils by encouraging them to, 'have a go' at answering questions and ensuring that all pupils are included. Instead of just confirming that pupils' answers are correct, teachers will affirm their efforts by praise such as, 'That's good! I hadn't thought of that!' Their good relationships are evident from a quick smile to a 'thumbs up' to indicate approval.
35. Teachers have improved the quality of their planning since the previous inspection and this has helped pupils to learn more. They plan carefully to link current lessons with previous activities. Work is purposeful, challenging and keeps pupils fully occupied. Their planning is monitored weekly by the headteacher to ensure consistency.
36. In the best lessons, the '*intended learning objective*' is written on the board and shared with pupils so that they know exactly what they are supposed to learn. It helps to focus the lesson in order to help pupils understand. It helps to establish what resources will be needed and to determine how the teacher finds out whether pupils have learned what was planned at the beginning of the lesson. In the best lessons, teachers check during the course of the lesson to see if pupils are on task towards achieving the intended learning objective.
37. It is during these '*on going assessments*' that teachers use good questioning to find out how much pupils understand. For example, in a good literacy lesson about the use of questions, the teacher used the way in which the pupils read a text well to assess their use of punctuation. At the start of lessons teachers use questioning well to find out what pupils have remembered from previous sessions. If they answer questions confidently the teacher can move on quickly. If not, more time might have to be spent revising. At the end of good and very good lessons teachers use the plenary session well to find out what pupils have learned. For example, in a good history lesson, the teacher used questioning well to assess pupils' understanding about finding historical evidence from photographs. Open questions such as, '*What clues did you find to tell if a picture is from*

the past or the present?'prompted thoughtful answers from the pupils that indicated they had achieved the learning objective.

38. Teachers plan work well for pupils with special educational needs, although they do not consistently include the role of the classroom support assistant in their planning. This often means that they do not play as big a part in the lesson as possible and that opportunities are missed. For example, support assistants did not assess pupils' progress towards targets on their individual education plans. They did not support lower attaining groups in 'feedback' to the rest of the class during plenary sessions. They are not at their most effective when sitting passively during a lesson introduction given by a teacher. The few pupils who are at an early stage of learning English are not effectively supported in classes. There is no clear policy about what teachers should plan and about how to assess the progress that pupils might be making.
39. The quality of teachers' marking varies from class to class. In the best examples it gives a clear indication of the value that the teacher places on it and how pupils can improve. For example, very good marking in Year 6 reads, '*Well done! I particularly like your strategy of isolating the simple sentences with verbs of movement – that is really effective. Good sentences and use of dialogue too*'. A rather less constructive comment in Year 3 was, '*Your story needs to be developed a bit more*'. Generally homework is set and marked regularly and supports the work that pupils do in school (**see paragraph 63**).

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

40. The quality of the curriculum is sound overall. In the past there has been a rather narrow curriculum that has not always complied with statutory requirements. For example, the issues associated with information and communication technology and the curriculum for the Foundation Stage identified in the last report had not been addressed until two years ago. At that time, the school quite rightly prioritised English and mathematics as requiring immediate attention and, because of this, standards are rising. However, many foundation subjects are still at an early stage of development and standards are not as high as they could be. The school acknowledges this and is continuing to work hard at addressing these issues.
41. The school now meets requirements for all subjects and provides a satisfactory curriculum for the Foundation Stage. The curriculum is enriched by the opportunity for all pupils to learn to swim on a regular basis during the summer term. A range of visitors to the school and visits to places of interest also adds to the experiences on offer to all pupils. For example, pupils in Year 6 had just returned from a residential visit to the Isle of Wight. Warwick and its museums provide a good resource for pupils in Years 3 and 4 to carry out studies relating to their history topic about the Tudors.
42. Curriculum planning is now good, due to the improvements that have been made over the past two years. Detailed medium term plans are collated to provide good schemes of work that gradually develop pupils' skills, knowledge and understanding in different subjects. Group targets for numeracy and literacy are clearly identified at the beginning of each week. The headteacher monitors every teacher's plans on a regular basis and provides effective feedback on a weekly basis.
43. The high priority the school has given to the implementation of the National Numeracy Strategy over the past two years has been effective in focusing teaching and raising standards throughout the school. Mathematics is beginning to be used more across other subjects to support learning. For example, drawing graphs to show the types of weather and measure of rainfall. The implementation of the National Literacy Strategy is satisfactory. Opportunities for teaching the basic skills for writing are generally good.

However, these are not yet consistently applied across the whole curriculum to develop pupils' skills at writing for a variety of purposes. The spacious library is used on a weekly basis by each class to select a book for personal reading, but does not yet fully support work in lessons such as independent study (**see paragraph 105**).

44. The school has recognised that the links that exist between subjects are limited and plans to make this an area for development. For example, pupils' skills in using computers have greatly increased over the past year due to the very well equipped information and communication technology suite and to better teaching. However, outside specific lessons, computers are used only occasionally to support other subjects.
44. The school tries hard to involve all pupils in its work. Boys and girls work well together and the range of extra-curricular activities is very good. A particularly good feature of the way the school plans to provide equal opportunities is the way it gives priority to pupils wanting to join the computer club who do not have access to a computer at home. At the time of the inspection extra-curricular activities included musical instrument tuition, athletics, French, rounders and an Internet club. In the autumn and spring terms there are football, rugby and netball clubs and school teams compete, often successfully, against other schools.
45. The school makes good provision for its gifted and talented pupils. Good links with partner schools enable a range of workshops to take place for pupils who show particular strengths in areas such as art, physical education, music and information and communication technology. A particularly good feature of this provision is the way in which pupils have the opportunity to work with pupils in other schools who will attend the same high school as them. Pupils with special educational needs are identified early and their individual education plans are well focused. The few pupils with English as an additional language are also clearly identified and the school acts quickly to support them with additional adult help. However, the lack of a clear strategy about how to plan appropriately for them hinders their progress.
46. The school makes sound provision for the personal, social and health education of pupils. The policy and scheme of work implemented this year allows sensitive issues, including drugs education, to be debated during '*circle time*'. For example, pupils in Year 1 had been discussing the importance of friendship and suggestions such as, '*someone to stop you being lonely*' and, '*someone who will listen to me*' were qualities they identified in a good friend. The governing body has agreed a policy on sex education.
47. The school has good links with the community and fully deserves its growing reputation. The local area is put to good use when younger pupils carry out a geographical survey. The school is used for an adult learning course and the local health visitors carry out sensitive and effective parenting classes on a weekly basis. Teachers and pupils have benefited recently from the work of a specialist dance teacher. A series of workshops and a programme of work have greatly raised the profile of this area of physical education. During the inspection week pupils in Year 6 took part in a dance festival organised to help them work collaboratively and raise their self-esteem. Rehearsals for this event showed them to be doing just that and with great success.
48. The provision is good overall for pupils' spiritual, moral, social and cultural development, which is an improvement since the previous inspection. There are good opportunities in many lessons and activities for pupils to observe, discover and reflect upon life. Pupils in Year 6 pose thought-provoking questions such as, '*How does a jumbo jet stay in the air?*' and '*How can you float in the swimming pool easier than in the bath?*' in their scientific enquiries. On occasions, singing in assemblies is spiritually uplifting. There is a spiritual atmosphere at lunchtimes when younger pupils sit around the tree to enjoy their lunch in the sunshine. There are good opportunities for pupils to write about personal and

emotional feelings. One pupil in Year 4 wrote, *'My special object is my diary. I got it for my birthday and I just adore it. There is a place where you can write telephone numbers and addresses. Whenever I feel sad I write something in it and it makes me feel better again. It's like a best friend in a way. I write lots of secrets in it and what's happened throughout the day'*. The teacher too responded in a sensitive way, *'This is a special piece of writing. I feel as if you have shared a special secret with me'*.

49. The strong behaviour policy is effective in promoting a good moral framework throughout the school. The school is justifiably proud of its improvements in behaviour, which it has worked hard to achieve. The majority of pupils are aware of the differences between right and wrong and the impact of their behaviour on others. Teachers act as good role models and there is an element of mutual trust between them and their pupils. Most teachers implement a positive approach when dealing with unacceptable responses through a very good system of reward and merits. Pupils work hard to earn points for behaviour and effort and the bronze, silver and gold leaf awards are the rewards for their efforts.
50. Opportunities for pupils to develop socially and culturally are satisfactory. Visits to places of interest, which link with topics, and the annual residential trip for Year 6 pupils contribute to this. Pupils in Year 6 take on some responsibilities throughout the school in their role as monitors, but there are too few worthwhile tasks currently on offer to them. Apart from extra-curricular activities and assemblies, there are not enough times during the week when older pupils take responsibility for younger pupils, for example through paired reading activities. Once pupils have left the *'Hastings'* site they have very few opportunities to visit this stimulating environment again. Pupils in Year 6 talk enthusiastically of the times when they accompany the younger pupils to church and take their responsibilities seriously. *'We make sure that we're always on the outside of the pavement to keep them safe.'*
51. Pupils have recently developed their cultural understanding during celebrations of the Golden Jubilee. Each class studied a different aspect of the life of the royal family to produce work displayed in the hall. Pupils increase their understanding of different cultures of the world mostly in their religious education and geography lessons. Recently, an Islamic graduate teacher working at the school made a good contribution to this through artefacts and clothing associated with this faith. Music makes a satisfactory contribution to pupils understanding of different cultures. Events such as a Caribbean day, multi-cultural musicians and Fijian dancers have also enriched this area of the curriculum for pupils. The school is aware of the need to increase pupils' understanding of the multi-cultural element of society today and is attempting to set up links with a contrasting school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school has good procedures for finding out what pupils can do. Assessment was a key issue following the previous inspection four years ago. The emphasis the school has quite rightly placed on assessment in the last two years has had a positive impact on the quality of teaching and learning and is one of the reasons why standards are improving across the school.
53. The school makes good use of information it collects about pupils' performance in English, mathematics and science in both compulsory and voluntary National Curriculum tests throughout the school. The levels achieved in these tests are used well to track the performance and progress of individual pupils. Planning documents for numeracy and literacy identify pupils who have exceeded or not achieved the learning objectives of the lessons. End of unit assessments in other subjects also identify how well pupils have achieved. However, in some subjects, this information is not used sufficiently well to plan

the next stages of learning based on what pupils already know. For example, pupils in Years 5 and 6 follow the same curriculum plans for history and geography. An analysis of pupils' books shows that the tasks that these pupils are carrying out are identical, and little thought has been given about how the older and the higher attaining pupils could be suitably challenged.

54. Half-termly assessments in English and mathematics are used well to identify pupils' weaknesses and skills-based lessons are planned each week to address these issues. Group targets, which identify pupils' learning for a unit of work, are set as a result of these assessments. However, sometimes they are not specific enough and are not shared with the pupils in language they can understand. A small number of teachers are setting individual targets for pupils, which are discussed with them and shared with parents. The school has yet to extend this good example of target setting to all classes so that pupils are clear about what exactly it is they need to do to improve their work.
55. Assessments of pupils' writing are used well in most classes to identify which National Curriculum level pupils are working at. In some instances, however, teachers' understanding of the criteria for different levels is not always accurate. There are examples in pupils' assessment books where teachers have awarded levels that are too high for the quality of work and provide an inaccurate picture of individual pupils' abilities. Teachers have worked together to analyse pupils' writing to reach a mutual agreement about the levels they each represent. This good practice enables all teachers to have a clear understanding of standards across the whole school. The school recognises the need to extend this to other curriculum subjects. Subject leaders are beginning to collect samples of work in this way, but their portfolios are in the very early stages of development.
56. The school cares for and looks after its pupils well and this helps them to learn. This is a similar judgement to the one made in the previous inspection. It is a friendly place, where adults show a good level of concern for the pupils' well-being. The headteacher has a high profile and knows each pupil by name. This has allowed him to build-up a good rapport with them which, in turn, has generated trust and a very clear respect. Adults throughout the school value the pupils and are sympathetic listeners when concerns are raised. Relationships and supervision are good at all times. Parents are right to feel that their children are in good hands and are safe and secure whilst at school.
57. The procedures for child protection are effective. The named person has been trained and all staff are familiar with appropriate procedures. Health and safety are treated seriously and the procedures work well. A recent audit by the local education authority resulted in a few minor issues, all of which have been addressed. Equipment is regularly checked for safety, fire drills are carried out termly and all accidents are correctly recorded.
58. Attendance procedures are effective. Registers are well kept and regularly monitored. Absences are analysed in great detail, although there is ambiguity in the coding of some categories of absence. The school is rigorous in following up absences without reason with a phone call home on the first day of absence. Good attendance is promoted by the awarding of certificates.
59. The school's behaviour policy is effective. Based on the premise that encouragement works better than punishment, the principles are applied equally in the classroom and the playground. Staff, including lunchtime supervisors, have been trained in the procedures. Good behaviour is positively recognised and records are kept of both good and bad behaviour. Any incidents of bullying or racism are treated extremely seriously and dealt with by the headteacher. Pupils are regularly reminded of the school's attitude to bullying and racism in assemblies and class discussions.

60. Procedures for monitoring and supporting pupils' personal development are good. The sections on personal qualities in the pupils' reports are well written and fair. The school keeps note of all certificates awarded to the pupils during their time at the school and out-of-school achievement is recognised at the weekly celebration assemblies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. Parents have a high opinion of the school and are very supportive of the way the school is educating their children. This is in stark contrast to the previous inspection when parents had concerns over a wide range of aspects in school. Parents say that the improvements stem from the arrival of the current headteacher. The number of questionnaires returned indicates there is now a far higher degree of interest by parents. In the current inspection 55 per cent were returned, compared to 17 per cent previously.
62. Parents particularly like the way the school is being led and managed, the high expectations the school has of their children, the good behaviour, the good teaching, the approachability of the staff and the range of activities provided outside lessons. They also reported that their children like going to school. The inspection team agrees with all these positive comments.
63. A few parents disagreed with the amount of homework their children received. The inspectors judge that the provision of homework is good. It is set and marked regularly and supports well the work the children have been doing in class. Parents are well informed about homework and most diligently sign their child's homework diary. Most parents regularly listen to their children read and sign their reading diary. The procedures ensure that homework is regularly completed. Overall, homework is making a good contribution to the pupils' learning.
64. The quality of information provided to parents is good overall. The prospectus is easy to read and informative. The governors' annual report is colourful and interesting, covering a much wider perspective of the school than is normally found. Parents are given a clear indication of future work every term and this enables them to be more effectively involved in the children's learning. There are termly opportunities for parents to see their child's teacher on a formal basis ensuring that parents are kept abreast of progress or concerns. Weekly newsletters are of good quality and keep parents very well informed on events and developments. Parents appreciate very much the speed at which the headteacher is prepared to call a meeting when concerns are being raised, for instance the impact of supply teachers on the children in Year 4.
65. Pupils' reports vary in quality and usefulness. Most are good, with progress clearly stated and containing useful guidance on what the pupil needs to do to improve. A particular strength on all reports in Key Stage 2 is the clear indication of how each pupil is doing against national standards. All reports have good quality comments on pupils' personal development. However, in pupils' reports in Year 3 last year, the comments in each subject, apart from English and mathematics, lack any individual analysis, as they are virtually identical for each pupil. Some reports in Year 4 last year contain so many basic grammatical and spelling errors that they lack credibility. The inspectors agree with those few parents who think that they could be better informed about their children's progress.
66. The school succeeds in involving parents in the life of the school. Parents are invited to the weekly celebration assemblies and these are very well attended. Many parents regularly help in the school and this is having an impact on standards, for instance by listening to pupils read. Parents who are governors are very involved in the way the school develops and the Friends' Association is highly successful in combining social events with fund-raising.

67. The headteacher has changed parents' perception of the school for the better. Parents are now well informed and welcome. The groundwork has been completed for an increasingly effective partnership between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The leadership and management of the school are good overall. The headteacher is decisive and dynamic, and his personal leadership is very good. When the headteacher took up his position in September 2000, work on most of the key issues from the previous inspection, although included in the school improvement plan, had not begun. He has had an overwhelming task in creating a better learning and working environment, improving standards of behaviour, training the staff to teach the National Literacy and Numeracy Strategies and ensuring the overspent school budget returned to credit. He has, in the past two years, addressed successfully nearly all the key issues. Standards have risen in English and mathematics, particularly in Key Stage 1, and in science and information and communication technology throughout the school. He has improved the accommodation, trained his staff and set a break-even budget for this present year.
69. The headteacher is enthusiastic and totally committed to improving and developing Wellesbourne Church of England Primary School. He is ambitious for all the pupils and staff. In their pre-inspection questionnaires, 98 per cent of parents, a very high figure, quite rightly acknowledged that the school is well led and managed. The number of pupils attending Wellesbourne is increasing and the reputation of the school has rapidly improved.
70. The governors and staff share the headteacher's view of the school's direction to achieve high quality education. The school has clear and appropriate aims, which are reflected in its daily life, as well as now being evident in school documents and in the priorities for development. The work of the school has been recognised by the Department for Education and Skills, which recently presented an '*Achievement Award*' for improving results. The award is a tribute to the hard work and dedication of the headteacher and committed members of staff.
71. The headteacher is very well supported by the deputy headteacher, with whom he works very closely and who plays a significant part in the running of the school. Together they are very effective in implementing change and in monitoring and evaluating external and internal test and assessment results to measure the extent of the school improvements.
72. There is now a good programme for monitoring the teaching and learning. It involves the headteacher, deputy headteacher and literacy and numeracy co-ordinators, but does not yet fully involve the subject leaders. The headteacher and deputy headteacher carry out direct observations of lessons, '*work sampling*' and discussions with teachers. In the past, subject leaders have been given very little responsibility for monitoring standards of work or teaching. This is one reason why some subjects have been neglected over a lengthy period. Subject leaders now play a more active role in the leadership of the school than at the time of the previous inspection. They carefully monitor teachers' curriculum planning, they have begun to build up a collection of pupils' work that they assess against National Curriculum levels and they now manage a budget. However, more remains to be done in monitoring classroom teaching and learning and the range of work covered by the pupils.
73. The management of special educational needs is sound. The impending retirement of the current postholder has meant that a review of provision has been carried out. The school has fully implemented the revised Code of Practice and has updated pupils' individual education plans. They are concise and pupils' targets are easily measurable. The governor for special educational needs has, in the past, had very little involvement in

overseeing the school's provision for pupils with special educational needs, but is very keen to become more involved.

74. The involvement of the governing body in the management of the school is satisfactory. Governors are keen to support the school. They are enthusiastic and they are now well-informed about the work of the school. They have a well-established committee structure and meetings are well organised with appropriate agendas and minutes. They are playing an increasingly significant part in the management of the school, but are at an early stage of monitoring pupils' standards. They are still developing their role as '*critical friends*', but recognise how important their role is in monitoring the standards and quality of education that the school provides.
75. The school is making good use of all available resources to achieve improvements in its work and the standard of education it provides. The budget is planned initially by the headteacher according to the educational priorities identified in the school improvement plan and the school's longer-term priorities. The finance committee of the governing body is ably chaired and all governors receive regular, up to date financial information. The school has developed this information itself because the information produced by the local education authority is out of date. Prudent financial management has ensured that the £49,000 overspend inherited by the current headteacher has been paid back in a short time. The headteacher has been extremely successful in obtaining grants to improve the school. He is appreciative of the range of grants that have become available and these have been used to benefit all pupils. They have helped to improve the appearance of the buildings and to replace outdated resources.
76. The school administrative staff provide very good support for the headteacher, staff and governors and provide a warm and efficient welcome to visitors. They successfully maintain accurate and comprehensive records of all financial transactions. This ensures that grants that are given to the school are spent for their intended purposes. The use of information communication technology is very good and is used to support pupil record keeping, analysis of pupil data, budget management and general administration.
77. There are enough teachers and support staff to meet the demands of the curriculum. The accommodation is good. The appearance of the buildings and the classrooms has been improved recently by discarding old equipment and notice boards, re-positioning shelves and redecorating in bright colours. This improvement has been widely appreciated by staff, pupils and parents. The buildings are clean and well looked after. Much new furniture has been purchased and good quality displays in some classrooms provide a stimulating environment for learning. The grounds on both sites are extensive and well maintained. Playgrounds are in good condition. The school has a swimming pool that is well used and a very good information and communication technology suite. Overall, learning resources are adequate for the teaching of the National Curriculum.

78. Taking into consideration:

- the decisive leadership of the headteacher and the improvements that have been introduced in two years;
- the good standards that pupils have attained in national tests at the end of Key Stage 1 this year;
- the pupils' good attitudes and behaviour;
- the school's very strong links with parents and the community and its growing reputation;
- the good quality of much of the teaching;

the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to build on the significant improvements that have taken place in the last two years, and to raise standards still further, the governors, headteacher and staff should:

raise pupils' standards in English, art and design, design and technology and music by the age of 11 by:

- ensuring that the headteacher, governors and subject co-ordinators regularly monitor standards of work, the implementation of the National Literacy Strategy and the quality of planning and teaching throughout the school;
- analysing the information provided in national tests and assessments and other non-statutory tests to identify strengths and weaknesses in pupils' learning;
- reviewing the school's target-setting arrangements to ensure that they are challenging, consistently used and reviewed regularly;
- developing pupils' reading tastes by providing opportunities for them to read a wide range of fiction and non-fiction books;
- reviewing storage arrangements for books, including the use of the school library;
- promoting pupils' skills in independent research;
- reviewing and extending opportunities for pupils to undertake different types of writing for different purposes;
- ensuring that planning in foundation subjects complies with statutory requirements;

(paragraphs 15-21, 31, 42, 43, 53-55, 68, 72-74, 97, 100-101, 103, 105, 126, 158 of the main report)

improve management and monitoring responsibilities by:

- ensuring that subject co-ordinators have regular opportunities to monitor teachers' planning, lessons and pupils' work to help raise standards;
- ensuring that co-ordinators have responsibility for managing a budget and communicating with governors;

(paragraphs 72-73, 108, 118, 126, 132, 142, 150 of the main report)

improve the current support staff provision by:

- reviewing how support assistants can be most effectively deployed in classes to have the maximum impact on raising pupils' attainment, for example by contributing to the monitoring of individual education plans;

- reviewing the role of the special educational needs co-ordinator in managing the role and deployment of support assistants;

(paragraphs 22, 38, 73 of the main report)

improve the provision for pupils with English as an additional language by:

- ensuring that a school policy is written that details how support will be provided and how pupils' progress in speaking and listening, reading and writing will be developed and monitored.

(paragraphs 23, 38, 45 of the main report)

The following minor point for improvement should be considered as the basis for an action plan:

- review the range and quality of opportunities available for pupils to develop a sense of responsibility and to build up skills that will encourage them to work independently and raise their self-esteem.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

42

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

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	18	14	1	0	0
Percentage	2	19	43	34	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	216
Number of full-time pupils known to be eligible for free school meals	22
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	89
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	13	13
	Girls	13	13	12
	Total	23	26	25
Percentage of pupils at NC Level 2 or above	School	82 (83)	93 (83)	89 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	14
	Girls	13	12	13
	Total	26	25	27
Percentage of pupils at NC Level 2 or above	School	93 (83)	89 (83)	96 (87)
	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	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	13
	Girls	13	11	17
	Total	21	20	30
Percentage of pupils at NC Level 4 or above	School	68 (69)	65 (58)	97 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	9	9
	Girls	11	10	12
	Total	17	19	21
Percentage of pupils at NC Level 4 or above	School	55 (42)	61 (54)	68 (54)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	213
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	9
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	111

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	395,520
Total expenditure	453,256
Expenditure per pupil	2,300
Balance brought forward from previous year	0

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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 55%

Number of questionnaires sent out	216
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	4	1	0
My child is making good progress in school.	53	36	7	2	2
Behaviour in the school is good.	34	62	2	1	1
My child gets the right amount of work to do at home.	34	46	16	2	2
The teaching is good.	50	45	3	1	1
I am kept well informed about how my child is getting on.	45	37	12	5	1
I would feel comfortable about approaching the school with questions or a problem.	66	26	6	2	0
The school expects my child to work hard and achieve his or her best.	73	24	2	1	0
The school works closely with parents.	50	38	7	3	2
The school is well led and managed.	70	27	0	2	1
The school is helping my child become mature and responsible.	51	41	6	0	2
The school provides an interesting range of activities outside lessons.	57	35	3	2	3

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

80. The quality of education for children in the Foundation Stage is satisfactory and provides them with a sound grounding for the next stage of their education. Children are admitted into school in the September before their fifth birthday and are taught in the reception class.
81. The induction process into the reception class is good. Parents and children are well prepared for starting school. Meetings and visits to the school are well organised and purposeful. Consequently, children and parents have the confidence to come and begin the home/school partnership necessary for successful learning. The school also offers a useful and positive home visit from the reception teacher. Parents receive information about the school and many ideas and ways in which they can help their child to learn at home.
82. The curriculum offered is sound. It is broad and balanced, interesting and covers all areas of learning. It includes the National Literacy and Numeracy Strategies, which are not always appropriate, particularly when their inclusion is planned at an early stage in the reception year. The curriculum depends heavily on the teacher's involvement and direction and does not always provide enough opportunities for children to work independently or for them to make decisions. Parents are fully informed of their children's work and progress through formal meetings each term and through informal discussions at the end of the teaching day.
83. Children are based in the Hastings Buildings, which is about ¼ mile away from the main school. They walk between the two sites always under close, careful supervision. They visit the main school for whole-school assemblies, physical education, hot school lunches, swimming, information and communication technology lessons and special occasions. The accommodation and many of the resources in their own building are good. However, there are no markings on the adjacent hard area for games or apparatus for physical development.
84. The school's assessments made within a few weeks of children starting school have generally shown levels of attainment below those of children at this age nationally. This year, however, children's attainment on entry is higher than in the past and is average overall. Parents are expected to support their children in their learning at home through encouraging an interest and love of books and some mathematical work. Overall, the children, including those with special educational needs, make sound progress and achieve satisfactorily. Most children will attain the Early Learning Goals in communication, language and literacy, mathematics and knowledge and understanding of the world at the end of the reception year and a small minority will achieve beyond that. Most children will attain the Early Learning Goals in personal and social education, creative development and physical development.

Personal, social and emotional development

85. The majority of children are developing appropriate personal, social and emotional skills. Most are on course to attain the expected levels. Children play and work well together and are polite to adults. They are able to work on tasks as a group or in pairs; for example, clearing away time or using the sand and water. They have a positive attitude to work. This is particularly true when resources are well organised in advance and when the children have the benefit of additional adult support from volunteer helpers. They concentrate for extended periods, for instance when they are involved in language lessons. They are able to work independently on the computer, taking turns, excitedly talking to each other. They show good attitudes when engaged in practical tasks; for

example, working in the sand and gaining confidence in the swimming pool. Role-play in the 'spaceship' is appropriate. They engage in imaginative conversation with each other after appropriate teacher intervention. The staff have set the role-play areas out well and children benefit from adult input, stimulating conversation and play.

86. There is good management of children by staff and the clear expectations they set ensure that inappropriate behaviour is rarely seen. Class rules are clearly displayed, but are not often referred to. Children are well aware of the reasons why they should wash their hands before lunch and tidy away their belongings. They walk quietly in the room so they do not disturb others and know the routines for lunch and break times. A strong emphasis is given to this area of learning and children are clear about what is right, what is wrong and why. They are clear about road safety when walking between the two schools and they are a credit to the school at this time.

Communication, language and literacy

87. Children enter school with attainment that is expected for their age. They have good conversational skills and a wide range of vocabulary. Activities promote children's language and literacy skills satisfactorily. All children make sound progress and are on course to reach the expected levels by the end of the reception year, and a few will exceed them. Children listen well in small groups and as a whole class for extended periods. They enjoy singing songs and rhymes as a group activity. They talk about their families and the weather, for example '*It is a lovely day today*'. The teacher encourages children to extend the length of the sentence through skilful questioning.
88. Children learn to recognise and write their names. They are taught the necessary skills for reading. Children were observed reading and handling books with interest. The reception class has a designated book area, which is enticing. It is stocked with books that children like to read and they are allowed to take home a library book weekly. Most children can re-tell a simple story using picture clues, and a few can read simple text. The curriculum for communication, language and learning is not wholly appropriate, because it focuses almost entirely on the National Literacy Strategy, rather than the Early Learning Goals. This means that children sit passively for lengthy periods during lesson introductions listening to the teacher. Nevertheless, the teacher's careful choice of attractive story books entuses the children and motivates them to learn. They remember the stories, understand them and listen attentively.
89. Children are enthusiastic to join in and enjoy exploring alliterative and rhyming words. Teachers use practical activities effectively to promote children's learning of letters and sounds in lively word and text level work. Most children recognise many letters by sound and can build up words orally. Children are expected to take home their reading book and also games for literacy and numeracy to help them at home. In their writing they use pictures, symbols and few familiar words well to communicate meaning. Most children are beginning to form upper and lower case letters, although not always correctly. Some children can copy words and have started to write independently.

Mathematical development

90. Children's mathematics knowledge on entry is in line with this age group. The teacher supports learning in mathematics with a wide variety of resources and experiences and no opportunity is lost to reinforce number work in a variety of ways. Children make sound progress in counting skills, number recognition and mathematical language. Most are able to count to 100. Children practise matching and sorting in class groups or on their own. They join in a range of number rhymes and action songs. The planned curriculum is based heavily, although not exclusively, on the National Numeracy Strategy rather than

the Early Learning Goals. Children who have recently started school often have to sit for lengthy periods during the lesson introduction, rather than learning practically by handling mathematics equipment. The teacher makes good use of children's own experiences to help them increase their understanding of time. For example, they make clocks and sequence events during the school day. Most children can order numerals to 20 and sometimes beyond. Most know common shapes such as, 'triangle', 'circle' and 'square'. They begin to use non-standard measures in capacity and volume and learn to compare size. When supported by an adult they can play number games appropriately. Children's mathematical vocabulary develops well. The majority of children are likely to reach the expected levels by the end of the reception year and some will exceed them.

Knowledge and understanding of the world

91. Children's attainment in this area of learning on entry is in line with this age group. This area is taught effectively and children make sound progress. Staff make good use of the school environment and of visits and visitors to enhance the children's knowledge and understanding of the world. For example, the veterinary nurse came to talk to the children about her job and how the vet cares for sick and injured animals. Children use this information well in their imaginary play in the 'surgery'. Children go to St Peter's Church for celebrations and special days. They know about other religious celebrations such as Diwali. They learn about space and what spaceman Sam would take on his journey back into space on his way home from his earthly visit. They make him his oxygen supply and a radio control from recycled materials. They thoroughly enjoy building his space engine from bits and pieces of a car engine. During the lessons, the teacher uses effective questioning techniques to extend the children's thinking and help them to make sense of the world. Good opportunities to investigate construction materials are provided. Each Thursday morning the children know it is time to go the information and communication technology suite. Most are confident and adept at using technology. Their control of the mouse is good and they can open a program when asked and follow directions from the interactive whiteboard. Computers are used appropriately to support learning. Most children are on course to attain the expected standards by the end of the reception year.

Physical development

92. Children are well developed physically on entry to school. The children have immediate access to the fenced play area, where they can use tricycles and other wheeled toys. The reception children take part in the school's physical education programme, as there are no climbing frames or physically challenging equipment in the reception outdoor area. Children's ability to control their limbs and movements is well developed and staff provide sound experiences for them to move in different ways. By the end of the reception year children can run, jump, climb and skip safely and confidently. They are aware of space and do not bump into each other. In the summer term they go swimming in the school pool and thoroughly enjoy this activity. Most show reasonable control of small equipment. They use scissors accurately to cut different materials to join boxes, paper and pieces of fabric together. Their hand control for writing and for intricate creative activities is well developed. All children are on course to reach the Early Learning Goals by the end of the reception year.

Creative development

93. Children's attainment is in line with expectations when they join the reception class. Children love singing. They take full part in the singing assembly practising hymns they know and new ones they have learnt. They join in the actions and sing appropriately. In a range of creative activities children show evident enjoyment and developing skills in their responses to what they see, hear, touch and feel. They explore a wide range of materials, for example sand, crayons, felt, pastels and glue when they draw, colour and stick. Children use their imaginations to make a boat that floats by joining pieces of card and cutting and sticking paper and other materials to decorate the boat. There are many good experiences for role-play, which tends to be imaginative and collaborative. They talk and play happily with each other. All children are on course to attain the expected levels by the time they finish the reception year.

Teaching

94. The teaching of children in the Foundation Stage is good overall. All adults work hard to help the children make progress. There are good working relationships between staff and children. Staff provide good role models and have appropriate expectations of children's work and behaviour. The activities are soundly planned and tasks matched to the needs of the children. The curriculum plans build well on what children already know. This is an improvement since the last inspection when the children's physical and creative development was not sufficiently promoted. Staff have a clear understanding of how young children learn and know what will interest them. Assessments are made and realistic targets set for each child. The teacher uses the information from these assessments well to help plan further work and identify children with special educational needs and those who are gifted and talented. A wide range of resources are available and looked after well. This is also an improvement since the previous inspection. The teaching promotes the Early Learning Goals and provides a sound foundation for the National Curriculum.

ENGLISH

95. The school has worked very hard and successfully in the last two years to improve pupils' standards by the end of Year 2. Pupils' attainment is above average in English. The introduction of new planning documents and the successful implementation of the National Literacy Strategy in the last two years has led to a clearer focus on planning challenging work that is appropriate for the needs of all pupils and in raising pupils' attainment in national tests. As a result all pupils, including those with special educational needs, make good progress.
96. In Year 6 there is not such a positive picture. Pupils' attainment is below average in English. This is a similar judgement to the one made during the previous inspection. Low test results in English follow a similar pattern since 1998 that the school has, until now, failed to address satisfactorily. They are the result of unsatisfactory monitoring of pupils' standards across the school and a failure to plan challenging work for pupils of all abilities. The National Literacy Strategy was not fully or successfully implemented and this has led to large gaps in pupils' knowledge as they get older and which are increasingly difficult to address.
97. Pupils' rates of progress are not consistent as they move through the school (**see paragraphs 11 – 18**). Test results show that the progress pupils make in Key Stage 1 is not consistently maintained in Key Stage 2. When the current Year 6 pupils were in Year 4, their test results in English were very low. On the basis of these results only 25 per cent of pupils were predicted to attain Level 4 this year. In fact, very good, thorough teaching has enabled far more pupils than expected to reach this level. Many pupils in

Year 6 can, therefore, be said to have made good progress since Year 4, but unsatisfactory progress overall since the beginning of Key Stage 2.

98. At Key Stage 1 pupils' standards in speaking and listening are above average. They usually listen carefully in lessons and in assemblies and respond well to teachers' questions. In discussion, pupils articulate their ideas confidently and thoughtfully; for example, pupils in Year 1 are confident enough to ask questions of others in their class to find information for a graph they are compiling.
99. Standards in speaking and listening are below average in Key Stage 2. Older pupils especially are often reticent and reluctant to answer, for example in whole-school assemblies. In literacy lessons with older pupils the teacher has to work extremely hard to try to involve them. Despite his fulsome praise and very good prompting many lack the confidence to contribute ideas. This is especially the case in English activities, where they have a low opinion of their capability.
100. Standards in reading are above average for pupils in Year 2. Many higher attaining pupils are already fluent readers. They read with good expression and understand the story plot and can talk at length about the characters. They enjoy reading aloud to visitors and are starting to assess their own ability by talking about which books they find easier to read. Middle and lower attaining pupils are developing a good range of skills that will help them to become independent readers. They know when they have misread a word and will either correct it immediately or use a good range of strategies to work out what the word is. For example, they might use the meaning of the story to see if a word makes sense or they might try to work out the sounds of individual or groups of letters. Although their reading diaries show that they read regularly, very few pupils have developed a preference for specific authors or for different types of genre.
101. Standards in reading for pupils in Year 6 are below average. Very few pupils expressed any real love of books or said that reading was a favourite activity. The love of literature has not been developed with older pupils. Consequently, many see reading as a purely *'functional'* activity, rather than an enjoyable pastime or something that they would choose to do. Their attitudes to reading might well be coloured by the school's approach to teaching reading and its presentation of books. For example, pupils have to work their way through a series of coloured reading books. These are unattractively stored on shelves in a corridor that does not provide a stimulating or peaceful atmosphere where pupils can spend time choosing. Pupils said that they consider the colour coding system to be *'babyish'*. The library has been recently reorganised, but pupils feel it does not provide a place that inspires them to read. There are very few opportunities for pupils to select non-fiction material for topic work. Pupils said that they would value a computerised system that enabled them to search a database for specific titles or subjects. Although pupils know the purpose of a contents page, index and glossary, there are few opportunities for them to use this knowledge to locate information.
102. Standards in writing are average in Key Stage 1. Many pupils develop a neat, legible cursive style at an early age. Good attention is paid to correct spelling and punctuation and the quality and maturity of their writing develops well through the key stage. They write for a wide range of purposes, for example report writing, letters, riddles, alliterative writing, descriptions and scripts. The content of their writing becomes more adventurous and precise as they get older. For example, in the first term of Year 1 a pupil wrote, *'The giant had a big nose. He had large ears. He had a white mutosh (moustache). He was cross becoss he was hungry'*. Six months later the same pupil is able to write sensitively in verse about *'A Private Place'*.
*'I have a private quiet place where I think
I like to play on my own quietly.
I like to daydream about fairies*

My private place is special to me.'

By Year 2, pupils are able to write descriptions with words spelt correctly and with accurate punctuation. *'Some people are scared of mice. I like mice because they are really cute. They have long tails. You can buy different sorts of mice. When they are sad they look as if they are going to cry!'*

103. Writing has been an area of weakness in the school at Key Stage 2 for some time and standards are well below average. Pupils' progress in the previous inspection was judged to be unsatisfactory and this is the case now, although progress is not consistent. Because there are large gaps in pupils' knowledge, they find it difficult to write using spelling and punctuation correctly and their writing is often at a basic level. That is not to say that the content of older pupils' writing is unsatisfactory. In Year 6, the content of pupils' writing is often sensitive and thought provoking. For example, *'The hairs on the back of Adam's neck prickled as once again the being made its presence felt. All fell silent. What was happening? They could hear the hunter drawing nearer and nearer, his footsteps thumping and crushing the leaves violently. Fear surrounded them.'*
104. Unfortunately, not all pupils have the opportunity to write that sensitively. Pupils' writing has not been planned sufficiently well for their ideas to develop within a framework of punctuation, grammar, spelling and handwriting. Recently introduced whole-school writing assessments are carried out termly. Examples of writing are given a National Curriculum level and provide good evidence of progress in pupils' writing as they get older. They also reveal when pupils do not make enough progress. For example, a higher attaining pupil achieved Level 2A in the writing tests at the end of Year 2. A year later the teacher assessed the same pupil's writing in non-statutory writing tasks at Level 2C, representing a decline in standards.
105. Because the English curriculum has not been planned carefully in the past, opportunities to enrich it are missing. For example, there is little evidence of literacy making a contribution to other subjects. Drama is planned on an occasional basis and opportunities are lost to draw pupils' attention to a range of plays. There are no opportunities for choral or formal speaking, and non-fiction books have been rarely used by pupils as a source of information. There is almost no drafting and re-drafting of work, especially with older pupils who find writing challenging and arduous. Although pupils' computer skills are well developed, there is hardly any evidence of word-processed work. Pupils, therefore, do not have opportunities to use a spell check or to set their work out in different ways for effect.
106. Pupils' attitudes to English vary according to the ages of the pupils. In Key Stage 1 they are very positive. They like listening to and writing stories and there are good opportunities for them to word process their work and occasionally to illustrate their work with digital photographs. They respond eagerly to questions in lessons and listen attentively during lesson introductions. Pupils' attitudes are generally satisfactory in Years 3 and 4, but in Years 5 and 6 many pupils prefer other subjects to English, which they see as hard work. In discussion with pupils about the recent national tests, none of them felt that they had done well in English.
107. Teaching ranged from excellent to satisfactory, and was good overall. The National Literacy Strategy provides a good framework for teachers to work from. Now fully in place it provides planning for steady development in pupils' work. Most teachers have good subject knowledge. The intended learning objective was made clear in most lessons and teachers' questioning was thorough and used well to assess progress. The plenary sessions offered good opportunities for reflection on what had been learned, rather than being simply a time for pupils to talk about what they had done. In literacy lessons with older pupils teachers had to work very hard to try to generate interest. They showed considerable determination to make their lessons as stimulating as possible.

108. The pupils' home-school reading diaries vary in quality between classes. They provide a good opportunity for parents and teachers to initiate a dialogue about pupils' attitudes to and interest in reading. Instead, they are often used simply as a record of which books were read and when. The best marking is diagnostic and often contains thoughtful comments that show a real appreciation of the pupils' efforts. The subject leader has made a good start to monitoring throughout the school, but there is still a great deal to be done to ensure even progression and for pupils to achieve their best at all times.

MATHEMATICS

109. Standards of attainment in mathematics by the age of 7 are well above average. By the end of Year 6 pupils attain the same standards of work that are expected of 11-year-olds nationally. There have been considerable improvements in the teaching and organisation of mathematics throughout the school over the past two years. This is the main reason why pupils in Years 1 and 2 have made very good progress and standards are rising. The proportion of pupils achieving the higher Level 3 in this year's National Curriculum tests for 7-year-olds has considerably increased. Assessment tests used by the school show that the current pupils in Year 6 made inconsistent progress through Key Stage 2 and, as a result, have considerable gaps in their knowledge and understanding. The good teaching in Year 5 and the very good teaching in Year 6 mean that these pupils have made good progress to make up lost ground and every effort is made to ensure standards are at an acceptable level.
110. Pupils in Year 1 enjoy their mathematics lessons and contribute eagerly to teachers' challenging questions. Teachers use resources such as glove puppets, which move along a number line, to aid with counting which, in turn, motivates pupils and encourages them to participate. They use coins confidently to make amounts up to fifty pence and employ a variety of strategies for adding and subtracting single digit numbers to two-digit numbers with increasing accuracy. They understand the vocabulary of 'more' and 'less' and begin to develop their understanding of place value. Pupils in Year 2 name two- and three-dimensional shapes and begin to describe some of their properties with the correct mathematical vocabulary. Lower attaining pupils explain how to recognise squares, '*Because all the sides are the same length*'. They investigate mathematics well and apply what they have learned to give reasons for their answers. One higher attaining pupil investigating division wrote, '*I found out that you can't share two with odd numbers*'. They begin to learn useful strategies for dealing with numbers, which they use in the course of their work.
111. By the end of Year 6, pupils have learned useful and effective methods of calculation using the four operations of number. They use these in the course of their work and many have competently applied them to help with mental calculations of problems. They have a good understanding of the meaning of lowest common multiple and explain how it means, '*the lowest number which both numbers go into*'. Higher attaining pupils investigate square and triangular numbers and describe the patterns they see. Average and lower attaining pupils describe quite complex number patterns using correct mathematical vocabulary such as, '*the difference between the numbers increases by one*'. Pupils in Year 3 are competent in using their two, five and ten times tables to multiply and divide. However, they automatically use counters to help them to divide, because in the past they have not been challenged to develop their mathematical ability. When asked to use mental strategies to divide 35 by 2, 3 and 4, two higher attaining pupils were amazed and excited by their own efforts and success, and used some effective strategies such as halving and knowledge of multiplication tables. They continued to work together to investigate more division problems with increasing accuracy.

112. Pupils' attitudes to their work are generally good, but vary with age. Older pupils need constant reinforcement about their abilities and teachers work hard to build their self-esteem through a series of rewards and merits for effort and achievement. They respond positively to this. Where pupils' attitudes are not as positive, it is usually because teachers have not managed the inappropriate behaviour of some pupils sufficiently, which in turn interrupts the flow of the lesson.
113. The quality of teaching is good overall and sometimes it is very good. In the best lessons, activities match the needs of different pupils and are particularly challenging for higher attaining pupils. An analysis of pupils' previous work this year showed that this is not always the case. In a small number of classes pupils of all abilities receive exactly the same work. A good feature of the teaching across the school is the way teachers encourage the use of resources such as digit cards, counting sticks and whiteboards and pens, which allow pupils to be active participants in lessons which maintains their levels of concentration. Good lessons start with a brisk recap of previous work and good attention is paid to developing pupils' mental skills. Pupils often display their answers to mental calculation so the teacher can pin point any pupils experiencing difficulties. In Year 3, the development of mental calculations is not good enough. During the mental starter to a lesson pupils are required to complete a daily sheet of questions. Little interaction takes place with the teacher and no valuable teaching points are made. Higher attaining pupils are not challenged at all and complete the sheet very quickly.
114. The pace and timing of most lessons is appropriate and pupils have sufficient time to carry out independent or group tasks. Occasionally teachers talk to pupils for too long. Pupils lose concentration, become restless and do not have sufficient time to complete their tasks. In the very best of lessons pupils are invited to explain their strategies to the rest of the class, which helps clarify thinking. This is particularly supportive to pupils experiencing some difficulties in understanding. Learning objectives are not always made clear to pupils at the start of the lesson. This means that pupils are not always sure of what is expected of them. Where the learning objective is the key feature of the lesson, pupils remain on task and have a good understanding at the end of the lesson when they are reviewed as to whether they have achieved what their teachers had intended for them.
115. Pupils with special educational needs are adequately supported in some mathematics lessons by learning support assistants. Progress is better when the support assistants interact frequently with these pupils to help them understand the teachers' questions. However, their role is not always sufficiently defined and this has an impact on the amount of progress that individual pupils make. In one lesson in Year 3 the classroom support assistant was good at involving a pupil with special educational needs in the lesson through questioning and explaining and helped her to make progress. Pupils for whom English is an additional language have very little in the way of support for developing their understanding of mathematics, and in particular mathematical vocabulary. They quite often have to work with the lower attaining pupils in the class, despite their ability.
116. Most teachers successfully use the information gathered from half termly assessments to provide good quality teaching, focusing on weaknesses identified from an analysis of these tests. The emphasis placed on using information from assessments in this way has been one of the reasons for the rise in standards. Good quality questions at the start and end of lessons also enable teachers to make quick judgements about what pupils have learned. Teachers identify specific areas of development for groups of pupils through target setting. This good practice is beginning to be extended by some teachers to set individual targets for pupils to achieve.

117. The school has now successfully implemented the National Numeracy Strategy, although it still receives intensive support from the local education authority. This is because the intended programme of in-service training for teachers had not taken place three years ago when it was nationally launched. Planning for mathematics is now good. Detailed termly and weekly plans ensure that pupils' skills are being developed and that there is good coverage of the curriculum in most classes. The exception to this is in data handling where, in some classes, this is under represented. Information and communication technology makes a limited contribution to the mathematics curriculum at present.
118. The headteacher successfully monitors each teacher's plans and provides useful and supportive feedback to improve the quality of teaching and learning. He correctly identified the subject as requiring urgent attention on his arrival two years ago and his efforts are evident in the rising trend of improvement in standards across the school. The co-ordinator for mathematics has begun to be more involved in monitoring the curriculum and has carried out some classroom observations. She is not yet in a good enough position to understand fully how mathematics develops throughout the school as an analysis of pupils' books has not yet been carried out in sufficient detail.

SCIENCE

119. Science is a strength of the school in which all pupils, including those with special educational needs, achieve well. There has been a significant improvement in standards in science since the previous inspection. Standards found during the inspection are above average for 7-year-old pupils and well above average at the end of Key Stage 2.
120. Greater emphasis and priority has been given to science and the effect is that standards throughout the school are improving. Particular emphasis has been given to scientific inquiry and to giving all pupils opportunities to develop the confidence to think logically and systematically.
121. A scrutiny of work shows that pupils study a wide range of appropriate science activities covering all attainment targets. From the start they are expected to use exploration and investigation as a way of learning and attempt to explain their discoveries, drawing conclusions and using the correct technical vocabulary.
122. In Key Stage 1, pupils conduct investigations confidently. They enjoy exploring forces; for example, work on *'pulling'* and *'pushing'* that is linked to their own toys and bicycles. In Year 1, they predict the force they will use when riding their bike, taking a walk with the doll's pram or when on a skateboard. In Year 2, they go pond dipping at Brandon Marsh and identify lots of pond life. They write, *'We found lots of ants under this stone, we are pond dipping and identifying the life caught'*. They discover the best growing conditions for their sunflower seeds and have a competition to see whose will grow tallest. They know about fair testing. When investigating, *'change'* one pupil wrote, *'it was not fair. The ice cubes were different sizes, we could put them anywhere'*. Written work is recorded well and very good standards are achieved in the presentation of experiments.
123. In Key Stage 2, pupils recall their observations of experiments very well and offer relevant comments about practical experiments that show a very good understanding of the work covered. Pupils apply their knowledge well about how to plan investigations. In a good lesson, pupils in Year 6 were able to pose questions that could be turned in a scientific investigation. They were fully aware of independent, dependent and constant variables. They use ideas from scientific investigations that have been completed during the year. They work well collaboratively and pose questions such as, *'Why do liquids evaporate and solids do not?'* or, *'Why does water conduct electricity and oil doesn't?'* Their good use of an investigation template on the computer showed that they were fully aware of the

need to think about variables, fair testing and measuring. Throughout the lesson pupils thought scientifically and used technical language appropriately. In Year 5, pupils learn to read thermometers accurately and investigate water temperatures recording the results on a line graph. One wrote, *'The temperature of all the different waters dropped when the ice started to melt. It then either rose or continued to fall until eventually all the waters were at room temperature'*. In Year 4, pupils measure and record themselves when learning about the skeleton structure. They label correctly the bones of the skeleton and draw an imaginary animal, putting in where bones would go. They learn about the external skeletons of snails and make very good observational drawings of them. In Year 3 they plan an investigation that would show which fabric is the most waterproof when studying materials. They can group materials according to their properties and understand which materials are attracted to a magnet.

124. The quality of teaching and learning is good at Key Stage 1 and good overall in Key Stage 2, although one unsatisfactory lesson was observed. Teachers generate high levels of pupil interest. In most lessons teachers give very clear explanations and are confident in their subject knowledge. They maintain a brisk pace throughout the lesson, have a good rapport with their pupils and have high expectations of their work. In the unsuccessful lesson the teacher did not plan the use of resources appropriately and the lesson content contained many scientific inaccuracies.
125. Links across the curriculum are very good; for example, in Year 1 pupils make models of lighthouses in design technology and find pull and push forces when the lighthouse keeper collects his lunch. They record the work using skills learnt in literacy. In Year 4, pupils make chocolate cakes in design technology when studying the effects of heating. They use literacy skills for recording and knowledge of numeracy well when measuring. Science contributes well to pupils' spiritual, moral social and cultural development.

ART AND DESIGN

126. During the inspection only two lessons were timetabled. Judgements are made, additionally, on a scrutiny of pupils' work on display and in their sketchbooks and subject planning. Standards in Year 2 are those expected of 7-year-olds and all pupils, including those with special educational needs, make sound progress. Standards in Year 6 are lower than expected and all pupils make unsatisfactory progress. This is not as good for older pupils as at the time of the previous inspection and reflects the fact that art is a subject that has lacked attention in recent years. Pupils' progress is inconsistent from year to year in Key Stage 2, depending on individual teachers' enthusiasm and knowledge, rather than any agreed whole-school direction. There has not been sufficient monitoring of pupils' work to ensure that they learn more about art and the work of famous artists (**see paragraph 72**). Their work does not become gradually more challenging and there are not enough opportunities to use different media. This is especially disappointing considering the promising start to art work that pupils receive in Key Stage 1.
127. In Year 1, many pupils make good progress. They use pencils to draw self-portraits and pay great attention to detail and include such features as eyelashes and nostrils. Their sketches bear a remarkable resemblance to the subjects in some cases! Their art work shows that pupils experience a wide range of media. They use plaster of paris to make individual hand sculptures that the teachers have displayed as an attractive class sculpture. They use clay effectively to make hedgehogs and butterflies, imaginatively including the use of twigs and seeds to decorate them. Based on the work of Andy Goldsworthy, pupils use natural objects very creatively. A very good class display includes pictures of their natural sculptures taken outside, with the label, *'We took pictures of them because they are temporary sculptures. They will not last forever and*

they will blow away or rot. They use natural dyes effectively to dye white material, for example beetroot.

128. The use of the digital camera to record pupils' work is a good example of the links made between art and other subjects in Key Stage 1. Another is the link between pupils' science work and art. Linked to their topic about themselves pupils have made large eyes using modelling material and have sketched their own eyes, again with great attention to detail, with coloured crayons. One pupil wrote, *'We blended the colours together to make the right colour'*. In Year 2 pupils use information and communication technology effectively to *'paint'* pictures using a computer program. Their sketches of views from their classroom windows provide good evidence of their developing ability to use different media, such as pastels, with which to portray scenes.
129. Although there are isolated examples of bright, imaginative art work in Key Stage 2, their immaturity often show how infrequently pupils have been exposed to different types of art. In Year 6 a vivid display of *'Aztec'* masks shows how well pupils can work in three-dimensions. However, pupils in Year 6 had very little knowledge of the work of famous artists. Those who did had, in most cases, learned about them at home.
130. Pupils' attitudes to art work vary. In Years 1 and 2 pupils talk positively and proudly about their work. They can explain how they carried out the work in great detail. Older pupils have few experiences to talk about. They do occasionally visit a nearby art gallery, and when they complete work that they know is good they talk about their efforts enthusiastically.
131. In the lesson observed in Year 1, teaching was very good and explains why the pupils' art work is so successful. Work was very well planned, providing different levels of challenge for different pupils. The teacher had high expectations of what pupils could achieve and gave them lots of good support that enabled them to succeed. The new co-ordinator is keen to take on responsibility for improving the subject and her own classroom reflects the range of art work and high standards that can be achieved.

DESIGN AND TECHNOLOGY

132. No lessons were taught during the inspection. Judgements about the standard of pupils' work are made on a scrutiny of pupils' work on display, photographs of previous activities and teachers' planning. Standards in Year 2 are those expected of 7-year-olds and all pupils, including those with special educational needs, make sound progress. Standards in Year 6 are lower than expected and all pupils make unsatisfactory progress. This is not as good for older pupils as at the time of the previous inspection and reflects the fact that there has been no systematic monitoring of design and technology activities or the pupils' work. These criticisms of the management of the subject were also made in the previous report. They also reflect the other pressures on the school's time in the past two years, especially the emphasis on improving standards in literacy and numeracy.
133. In Years 1 and 2 pupils carry out a good range of activities. They fold, twist and tear paper to find out about its characteristics. They weave strips of paper to test its strength and durability and to explore the patterns that they can make. They make colourful Easter cards for their parents that contain moving parts. They prepare a fruit salad as part of their work about *'healthy foods'* and write, *'We have learned how to prepare fruit and vegetables. We know how to wash them and chop them and grate them'*.
134. Older pupils design a *'technicolour coat'* for *'Joseph'* by using a template. They trial different ways of joining fabrics. Having looked at woven fabrics they try to reproduce the patterns with paper weaving. They use simple push and pull mechanisms to change the features of their cut out faces to show how effective these can be,

135. In Key Stage 2, like art and design, there are examples of good work for older pupils, but they do not build logically on what pupils have done previously. Large gaps from year to year mean that their work is at a basic stage, and pupils are not sure of the best ways to tackle design and make problems, as one pupil makes clear in her evaluation of making slippers. *'I thought my slippers were not very good because they were too wide and too long. I didn't use a very strong material because it was hard to cut and stick down. It might have been better if I had sewn it and not stuck it.'*
136. The range of activities that they have tried tempers pupils' attitudes to design and technology. Pupils in Key Stage 1 talk confidently about what they have done and they are not afraid to make suggestions about what they could try. Older pupils are not in a strong position to make suggestions and are somewhat embarrassed about the quality of their finished work.

GEOGRAPHY

137. Standards of attainment are in line with those expected of 7 and 11-year-olds, and all pupils make satisfactory progress. By the end of Year 2, pupils develop a sound understanding of the features of the seaside when studying the imaginary island of Struay. They learn to use geographical vocabulary such as '*village*', '*jetty*', '*holiday house*', '*valley*', '*cave*' and '*bridge*' in the course of their work. They study maps of the United Kingdom and the world to identify countries and learn to describe the position of places using the four compass points.
138. By the end of Year 6 pupils' vocabulary has increased to include the features of a river such as '*corrie*', '*glacier*', '*source*', '*rapids*' and '*meanders*'. They describe the journey of a river and use a map of the United Kingdom to locate the major rivers. Pupils in Year 4 learn to compare their own country with a village in India.
139. Pupils' response to their geography lessons is satisfactory overall. It is particularly good in Year 1 where the teacher captures the interest of all pupils immediately. In the lesson observed the pupils were given very good opportunities to participate by discussing ideas with their partners and reporting back to the class. Good quality resources and photographs kept them motivated throughout the lesson.
140. The quality of teaching is satisfactory overall. The best lessons start with learning intentions being made explicit to pupils. In a very good lesson in Year 1, the teacher made it very clear to the pupils what they were expected to achieve by saying to them, '*The thing I want you to be able to do at the end of the lesson is...*'. This kept a good focus to the lesson and pupils made very good progress in developing their understanding of the local area. Teaching is also effective when the planning is good. The school has worked hard to develop its planning for geography and, in most classes, detailed medium term plans form the basis of the work for the term. Where teaching is not as effective the teacher is unsure of the learning intention of the lessons because the planning is not as thorough or the activity does not motivate the pupils sufficiently well. The termly planning in this class does not identify what is to be taught and when. This means there is no guarantee that all the planned work will be covered.
141. A good feature of the teaching is the way the local environment is used to help pupils develop their understanding. For example, pupils in Year 1 have a good understanding of the occupations of local people following a tour of the village. A digital camera is appropriately used and pupils accurately place the photographs of the buildings on a map back in the classroom.

142. The range of work planned for geography is satisfactory. However, there are examples of work in pupils' books that are identical, which suggests that there is a lack of challenge for higher attaining pupils. Insufficient opportunities are offered to pupils to carry out independent research or use information and communication technology to support geography work. The headteacher currently monitors the planning for geography, but the co-ordinator had yet to make an impact on developing the subject throughout the school.

HISTORY

143. Standards of attainment are in line with those expected for both 7 and 11-year-olds and all pupils make satisfactory progress. This is a different picture from when the school was inspected four years. At that time standards of attainment were above average at 7 and although they were judged to be average at the end of Year 6, pupils made unsatisfactory progress. Over the past two years, the school has quite rightly prioritised literacy and numeracy as their areas for development and history has not had as great a focus. Detailed medium term plans for history in most classes now provide a good basis for developing the curriculum and the school is in a sound position to improve standards in this subject.
144. By the end of Year 2, pupils have a good understanding of the differences between past and present. They use pictures of the seaside to make reasonable comparisons between life 100 years ago and the present day. They study the lives of famous people, such as Samuel Pepys, Florence Nightingale and Guy Fawkes, and give reasons why the Great Fire of London started. Lower attaining pupils learn to sequence events, although their understanding of the chronology of time is not as well developed.
145. By the end of Year 6 pupils have studied different aspects of the Victorians throughout the school year and their understanding of different aspects of the time is satisfactory. They explain how schools were different 100 years ago and use pictures and sources of evidence to describe this. A particularly good feature of their history work is the way in which they form '*concept maps*' at the beginning of the topic. Pupils are encouraged to make a flow diagram and plot the information they already know and understand about this time. This is a useful piece of information for the teacher in assessing what pupils already know. Pupils in Year 6 do not make as much progress in their history work as they could because their usual teacher does not teach them. The management of the behaviour in the lesson observed was not particularly successful and there were many interruptions from pupils, which in turn spoiled the flow of the lesson.
146. Pupils' response to their history lessons is generally positive. They are more enthusiastic and eager to contribute to discussions when teachers make the tasks practical and interesting. There were occasions during the inspection when the teacher talked for too long and the pupils became restless.
147. The quality of teaching is satisfactory overall. In the best lessons teachers use searching question to find out what pupils have learned. Pupils in Year 4 make good progress because of the good quality questions asked by their teacher. For example, '*How can you tell from this picture?*' and, '*What evidence do we have of this?*' help pupils to think of reasons why people in the past acted as they did. Visits to places of interest also enrich the curriculum and bring history to life. A recent visit to Warwick to study Tudor buildings for pupils in Year 4 helped them to make great gains in their knowledge and understanding of how to recognise authentic Tudor buildings.
148. A weakness in the teaching is the lack of challenge in activities for many pupils. Like many schools nationally, teachers in some classes share the process of planning work. However an analysis of pupils' books showed that pupils in different year groups had exactly the same work to do, indicating that older and higher attaining pupils were not

sufficiently challenged. This is particularly evident in Years 5 and 6. There is also evidence in the junior classes that pupils had copied the same part of a text either from the board or a worksheet instead of developing their independent writing skills. Lower attaining pupils in Year 3 generally draw to record the majority of their history work and very few had written sentences to accompany this.

149. The quality of the history curriculum is satisfactory. The majority of pupils' work is content based as opposed to skills based. That means that pupils are learning a variety of facts about different periods, but are not developing their ability to ask questions that form the basis of historical enquiry sufficiently well. There is little evidence to suggest that pupils are using a range of sources of evidence to show reasons for change or the impact that different interpretations have on understanding life in the past. Information and communication technology is used well occasionally in some classes, for example when pupils in Year 6 were researching the Aztecs. There are limited opportunities for pupils to carry out independent research throughout the school to find out information for themselves.
150. The headteacher carries out useful monitoring of the planning for history, but the subject co-ordinator had yet to make an impact on developing the subject throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

151. Standards in information and communication technology are above those expected for 7 and 11-year-olds. All pupils, including those with special educational needs, make good progress. This is a significant improvement from the previous inspection when pupils were not achieving the standards they should because some elements of the National Curriculum were not being taught. The improvement is due to several factors. The headteacher is confident and skilled with information and communication technology. It is used widely in school so that its impact is clearly evident; for example, the school has its own very good website. Secondly, a new computer suite has been installed with 20 machines. This means that all classes have regular access to computers and an interactive whiteboard. It also means that teachers can concentrate on teaching computer skills to a whole class at once without distractions. Finally, although national training has not yet taken place, the skill of the staff has increased and many feel much more confident teaching it.
152. Pupils in Key Stage 1 have well developed computer skills. They treat it all very '*matter of factly*' and can log on and off easily, as well as find their way through programs and print results unaided. The school makes very good use of pupils' existing skills, often seating more knowledgeable pupils next to those who have limited experience. The school strongly supports pupils who do not have access to computers at home. It runs two computer clubs each week and preference is given to pupils wishing to attend who do not have their own computers. This is a good example of planned inclusion of all pupils.
153. Pupils at Key Stage 2 are also very confident and skilled users. They use the interactive whiteboard to demonstrate that they have acquired knowledge and it is used extremely effectively as a teaching tool. By Year 6, pupils are far more capable users of information and communication technology than many others nationally at the same age. Pupils in both key stages use the digital camera to take photographs that really complement their work in other subjects. When they are printed off they make effective and immediate displays that help to complement their work; for example, displays of natural sculptures in Year 1.
154. There are limited links between information and communication technology and other subjects. The school has, quite rightly, emphasised the importance of developing pupils' capability in information and communication, which was so lacking until recently. The

progress that pupils in Key Stage 1 have made in two years is, in some cases, quite outstanding. There are signs now that they are beginning to apply their skills in other areas, although they are at an early stage. For example, there is little word processing of pupils' writing, although pupils are fully aware how to word process, including changing fonts and letter size for effect. Information and communication technology also plays little part in supporting pupils with special educational needs. Despite the many programs available, for example talking books, pupils with special educational needs have no additional computer time despite its obvious ability to motivate pupils.

155. On those occasions when it is used to support other subjects its impact is clear. For example, in a good science lesson the interactive whiteboard was effective in helping pupils develop science investigation skills. In a very good mathematics lesson it enabled young pupils to gain a good understanding of using graphs to record information.
156. Pupils' attitudes to information and communication technology are, as one might expect, very positive. They think that the addition of the computer suite is one of the best improvements to the school in the last two years. They feel confident and positive because they know that they are skilled. The use of the computer suite for activities with higher attaining pupils from this and other schools in the area is a very good use of resources and allows pupils to experience technology that they would otherwise miss.
157. Teaching in the lessons observed was very good overall. Full and effective use was made of all resources. The teachers' own subject knowledge is very secure. This means that they are not daunted by technology and can give pupils immediate help and guidance if *'things go wrong'*. Many teachers find it easier to manage the use of computers in the suite than in their own classrooms. Consequently, they were rarely used in classrooms during the inspection.

MUSIC

158. Standards of attainment at 7 are as expected nationally and all pupils make satisfactory progress. This level of progress does not continue in the junior classes and standards by the age of 11 are below average. The reason for this is because music has not been a priority for development throughout the school and is not taught on a regular basis in every class.
159. By the end of Year 2, pupils explore different sounds and learn to use a variety of percussion instruments to produce different effects. They distinguish between high and low sounds and discover that vibrations cause instruments to make a sound. They increase their understanding of pitch through experimenting with tuned and untuned percussion instruments.
160. By the end of Year 6, pupils have not made sufficient progress in increasing their musical skills. Their knowledge of different instruments and the sounds they create are underdeveloped. Many are unable to repeat and maintain rhythm patterns and maintain steady beats during class compositions. Pupils make sound progress in lessons because of good teaching, but have had insufficient opportunities to develop their musical skills throughout the junior years. The pupils' experiences of listening to and appreciating the music of other countries and cultures are limited in lessons.
161. The behaviour of some pupils in some lessons is not well enough managed to enable good progress to be made and there are often interruptions to lessons because of inappropriate outbursts. A very good lesson in Year 1 kept pupils motivated for the whole time because the teacher made the activities exciting and stimulating. Unfortunately, this is not always the case and many pupils become bored because they are not kept busy enough.

162. The quality of pupils' singing is good when they are conducted and encouraged by an adult. However, in assemblies it is barely satisfactory. The majority of the older pupils do not join in with hymn singing, which does not set a particularly good example to younger pupils. There was an occasion during the inspection when pupils were practising some hymns for their visit to the church and the quality of their singing was spiritually uplifting. However, during these singing sessions, teachers do not offer pupils sufficient guidance on how they can improve.
163. The quality of teaching is satisfactory overall. Planning is adequate, but is not always carried through which means that pupils are not building on their skills in a logical and progressive way. In a very good lesson in Year 1 the teacher used the music lesson to make very good links with mathematics by sorting the instruments in to sets according to the sounds they made and literacy for developing pupils' vocabulary in describing these sounds. There is an over reliance on taped musical broadcasts to teach music to pupils. Many teachers are insecure in their own knowledge in order to use these successfully to develop teaching points and clarify misconceptions that help pupils learn.
164. Extra-curricular activities such as choir and recorders provide pupils with suitable opportunities to enrich their musical experiences. Tuition is offered in a variety of instruments by visiting specialists. During the inspection pupils who learn to play an instrument were offered a good opportunity to accompany the singing in assembly. Plans to make this a regular feature are in the early stages of development.
165. The subject manager offers satisfactory leadership and has a clear idea of what needs to be done to improve standards across the school.

PHYSICAL EDUCATION

166. Physical education observations were restricted to swimming lessons in both key stages and one athletics lesson in Key Stage 2. Judgements are made following observations of pupils at play and discussion with them.
167. Standards are in line with those expected at the end of both key stages and all pupils, including those with special educational needs, make sound progress. This is the same judgement as in the previous inspection. A number of pupils achieve good standards in swimming and athletics. Pupils were keen to take part in a dance festival during the inspection. They compete regularly and successfully in football and netball matches and take part in thriving extra-curricular activities, for example athletics and country dancing clubs.
168. At Key Stage 1, pupils demonstrate sound co-ordination. They move with control and make good use of the space around them. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements in a controlled and safe manner. In the swimming pool they show a growing confidence in the water and the majority can swim a length of the pool. At Key Stage 2 pupils learn to perfect their swimming strokes and breathing patterns. They are very good at following safety rules and obeying instructions immediately. Pupils in Year 6 enjoy dance, matching their movements well to the music and their awareness of the audience is developing. They are proud of their synchronised dance movements and work well together with a partner and in a group. In athletics they demonstrate an acceptable level of agility. Pupils use equipment sensibly and responsibly and in competitive situations show due regard for laws and fair play.
169. Teachers are enthusiastic when teaching swimming, they enjoy a time of fun with the pupils and relationships are good. The school has spent money and time well in

improving the resources and equipment for physical education since the previous inspection. The school offers an appropriate range of activities, which meet the requirements of the National Curriculum. These are enhanced by a residential visit during Key Stage 2.

RELIGIOUS EDUCATION

170. Pupils' attainment is in line with expectations of the locally agreed syllabus at the end of both key stages, which is the same judgement as that made in the previous inspection. Lessons were only timetabled in Year 1. Further evidence was obtained from discussions with pupils and teachers, scrutiny of pupils' work and teachers' planning.
171. The pupils in Year 1 speak confidently and share thoughts openly. They know how rules help pupils become better behaved and how the school develops the idea of helping each other. They understand, through the teacher's good analogy of using the story of the *Lighthouse Keeper's Lunch*, the importance of a firm foundation for people's beliefs.
172. In Year 2, pupils know that candles and the source of light are important in most religions. They understand that a candle in a Christian christening ceremony is to, '*light their way from darkness*'. They recall the Diwali festival of light and the importance of candles to Judaism for Shabbat. In Year 2, pupils have a satisfactory knowledge of the life of Jesus and of major Christian festivals.
173. Pupils in Year 3 are developing a greater awareness of Christianity and its teaching. They explore what signs and symbols Christians use from the story of Noah's Ark. They study the story of Diwali and try to make comparisons with Christianity. In Year 4 they write the story of the birth of Jesus as if recalled by Joseph, Mary and the shepherds. They use expressive writing to advantage; for example, '*I was extremely worried. There was only one route towards Bethlehem and this through the mountains. With the coming of baby Jesus it would be very dangerous as there were bears and bandits*'.
174. In Year 5, pupils write their own prayer book and use these prayers at lunchtimes. They use their computer skills to word process the prayers and import a suitable picture to illustrate the prayer. In Year 6, they expressed their personal feelings about how they felt after listening to music by Sibelius. '*I filled with joy as I thought of the new day lying ahead of me*'. Pupils have a sound knowledge of religious belief and teaching and of various practices and specialist languages. They develop an awareness of the relationship between religion and everyday life through discussion. Personal knowledge and understanding of other religions increase as they move through the school. All pupils, including those with special educational needs, make satisfactory progress.
175. The quality of teaching at both key stages is satisfactory overall. Teachers generally have a sound subject knowledge of the Christian faith and of other world religions to enable them to teach the agreed syllabus. Adults and pupils show respect for the opinions and beliefs of others. Where questioning is used skilfully, pupils remember what they have been taught. It adds to their knowledge and understanding and provides opportunities for the exploration of religious views and deeper understanding of religious issues.