

INSPECTION REPORT

STONE C E PRIMARY SCHOOL

Stone, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110420

Headteacher: Mr I Stewart

Reporting inspector: Mr G Alston
20794

Dates of inspection: 7 – 11 October 2002

Inspection number: 250898

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Oxford Road Stone Aylesbury
Postcode:	HP17 8PD
Telephone number:	01296 748340
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Appropriate authority:	The governing body
Name of chair of governors:	Jennifer Crouch
Date of previous inspection:	November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	Mr G Alston	Registered inspector	Science Art Physical education Special educational needs Equal opportunities English as an additional language	What sort of school is it? What should the school do to improve further? The school's results and achievements How well are pupils taught? Assessment of pupils' academic achievement
19740	Mr A Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20815	Mrs P English	Team inspector	English Geography Music Religious education The Foundation Stage	How good are the curricular and other opportunities offered to pupils
3942	Mr K Sanderson	Team inspector	Mathematics Information and communication technology Design and technology History	How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stone C E School is a smaller than average size primary school with 102 boys and 93 girls ranging from four to 11 years of age. There are seven classes and pupils are taught in year groups. In the Reception class there are 20 children; 14 attend on a part-time basis. There are a small number of pupils of Afro-Caribbean, Chinese or other ethnic backgrounds. No pupils are at the early stages of learning English. Pupils come from a wide range of socio-economic backgrounds and the proportion of pupils entitled to free meals is well below average. The number of pupils with special educational needs is similar to that found in most schools. These pupils have learning or behavioral difficulties. There are two pupils who have a statement of special educational needs. The school is situated in the village of Stone but 30 per cent of pupils come from outside the area. Over the year there are a significant numbers of pupils who enter or leave the school. Assessment of children's attainment on entry shows that for many their ability is at the expected level for their age in all areas of learning. The deputy headteacher has been in post for one year and two new teachers joined the staff in September.

HOW GOOD THE SCHOOL IS

This improving school provides a satisfactory education for its pupils. The school takes good care of its pupils. Children enter the school with standards that are close to the expected level and leave the school having reached standards above the expected level in English and mathematics. Overall, the quality of teaching is good and the needs of all pupils are well met. The headteacher has a clear vision of what the school needs to do to further improve and he is well supported by a committed senior management team, a hard-working staff and a supportive governing body. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics, in information and communication technology (ICT) and most aspects of English and reach above average standards.
- There is a strong focus on helping pupils of all abilities and backgrounds to succeed to the best of their ability.
- Pupils' behaviour is good; they form warm, friendly relationships with one another and adults, try hard with their work and accept responsibility well.
- The overall quality of teaching is good.
- The school provides a good range of experiences that develop pupils academically, socially and morally.
- With the strong support of the management team and a conscientious team of teachers the headteacher is effectively managing the changes needed to improve the school.

What could be improved

- The quality of pupils' handwriting and their ability to read for information.
- Standards in science.
- Opportunities for pupils to use their reading, writing, number and computer skills in other subjects.
- The learning that takes place in lessons, which are too long.
- The effectiveness of some co-ordinators in the management and development of their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in November 2000 and is no longer judged to have serious weaknesses. The school has effectively raised standards in English and mathematics, and the proportion of pupils reaching at least the expected level in national tests at

the ages of seven and 11 is rising. However, there are still weaknesses in pupils' achievement in handwriting and science. The school has provided effective support and training for teachers in ICT where they were least confident and pupils are making much better progress. The management of the school has significantly improved. The school is better at checking on what it does well and what action it needs to take to improve further. The appointment of new staff has led to a significant improvement in the quality of teaching although there are still inconsistencies in the quality of teaching and learning in the infant stage. All health and safety issues have been fully addressed and the school provides a safe, secure environment for its pupils. The school now has good systems for assessing pupils in English and mathematics but this good practice is not found in other subjects. The priorities the school has identified for development, along with its great enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	B	B	A*	A	well above average A above average B average C below average D well below average E
Mathematics	A	C	B	C	
Science	B	E	C	D	

The information shows that National Curriculum test results in English are very high, in mathematics are above the national average and in science are close to the national average. Compared to similar schools, results are well above average in English, average in mathematics and below average in science. 2002 results fell in English but were similar in mathematics and science. Results over time are erratic and reflect varying proportions of numbers of pupils with special educational needs and high numbers of pupils entering and leaving the school at times other than usual. Results over the past three years had not risen at a similar rate to that found in most schools nationally. Inspection findings are that standards for pupils who are presently aged 11 years are above average in English and mathematics and average in science.

The 2001 National Curriculum tests for seven-year-olds show that results are average in reading, well above average in writing and above average in mathematics when compared with all schools. When results are compared to similar schools they are below average in reading, above average in writing, and average in mathematics. Results in 2002 were similar to those in 2001. Inspection evidence indicates that the attainment of current pupils aged seven years is above average in reading, writing and mathematics and average in science.

Children who are under the age of six achieve well and most are on line to reach the expected level for their age in all areas of learning by the time they enter Year 1. In the infant stage progress is sound and good in the junior stage. Whilst most pupils achieve as well as they should there are some weaknesses. The standards pupils achieve in their handwriting and their ability and confidence to use and read information books are not as strong as their other literacy skills. In science, pupils' skills in planning and carrying out investigations and drawing conclusions from their results are weak. There is no significant difference in the progress made by boys and girls.

Pupils with special educational needs make good progress in relation to their prior attainment as a result of the good support they receive.

By the age of seven, pupils' attainment in ICT is close to national expectations and exceeds them by 11. In religious education, by the age of seven and 11, pupils' attainment meets the expectations of the Locally Agreed syllabus. Across the school, where judgements could be made, pupils achieve appropriately in all other subjects. The exception is in history, where pupils achieve well in junior classes and reach standards above the expected level at the age of 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and work hard.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Good. Pupils accept opportunities for personal development well and have a clear sense of responsibility. Relationships are very positive.
Attendance	Good. Attendance is better than the national average. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory, good in Year 2	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.

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils in the vast majority of lessons. Across the school the teaching was at least satisfactory in all lessons except one, and 11 per cent of lessons was very good. The teaching of children in the Foundation Stage is good enabling them to get a good start to their education. Overall, the teaching in the infant stage is satisfactory. This is because, although the teaching in Year 2 is good, in the other infant class lessons often lack interest and challenge, especially for higher attaining pupils. This results in variation in the progress pupils make between the two classes. Where teaching is good or better, careful preparation of lessons ensures a good range of resources to support pupils' learning. Lessons are well organised and provide pupils with challenging, interesting tasks. Good use is made of praise to encourage pupils. Relationships are very good and teachers have high expectations of pupils who respond enthusiastically. The good teaching inspires pupils to try hard and develop an enthusiasm for learning and is instrumental in helping pupils make good progress.

Overall, the teaching of English and mathematics is good and most skills of literacy and numeracy are effectively taught. The teaching of handwriting and reading for information is not effective in helping pupils achieve the good standard they achieve in other aspects of English. Similarly, pupils' reading and writing skills are not being sufficiently extended in other lessons. There are not sufficient opportunities for pupils to learn for themselves in science lessons. The quality of teaching and learning is affected adversely in some lessons because the time allocated to the lesson is too long. As a result, pupils lose interest, their concentration wanes and towards the latter part of the lesson the quality and amount of work they produce declines.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Children have a good range of activities in the reception class. The school provides a good range of out-of-school activities. The time allocated to the teaching of different subjects is not consistent across the school.
Provision for pupils with special educational needs	Good. The school makes good provision and appropriate work is planned to meet pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, good. Good examples provided for pupils to work together and organising themselves in art, science and ICT. The school makes satisfactory provision for pupils' spiritual and cultural development and good for moral and social development.
How well the school cares for its pupils	Satisfactory. The school provides a secure, caring environment. Teachers know their pupils well. However, except for English, mathematics and ICT, the information recorded from assessment is not easily accessible to teachers or sufficiently detailed.
The majority of parents support the school well, particularly in raising funds, but a minority offer little support by helping pupils at home with their homework. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.	

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides clear leadership and is well supported by the senior managers and co-ordinators. Co-ordinators conscientiously manage the development of their subjects. However, not all have the necessary skills or experience to monitor the teaching and learning effectively.
How well the governors fulfill their responsibilities	Satisfactory. Governors are very supportive of the school and carry out their duties purposefully.
The school's evaluation of its performance	Good. The school has a clear view of what it does well and where it needs to improve. Where areas for improvement have been identified appropriate action has taken place.
The strategic use of resources	Good. The school makes good use of its staff, building and teaching resources. Best use is not always made of teaching time. Some lessons are too long causing pupils concentration and interest to wane towards the end of the lesson, resulting in a tailing off in the amount of work they produce.

The school considers carefully how it can get best value in purchasing equipment and services. Overall, the level of staffing and the accommodation are satisfactory but resources for science, design and technology and music are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching and the progress that pupils make.• The expectation that children work hard and do their best and the good behaviour of pupils.• The good management and leadership.• The school is approachable and works closely with parents.• The amount of information they receive about how pupils are getting on.	<ul style="list-style-type: none">• The amount of homework pupils receive.• A more interesting range of activities out of school.

The inspectors' judgements support the parents' positive views. However, inspectors' judgements are not supportive of the views where parents expressed concern. Homework is consistently set and supports pupils' learning. The school provides a range of activities out of school that is better than that found in most schools and many pupils attend these sessions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of the National Curriculum 2001 tests for seven-year-olds were average in reading, well above average in writing and above average in mathematics. When compared to similar schools they were below average in reading, above in writing and average in mathematics. The improved performances in 2001 tests have been maintained in 2002. Inspection found that pupils' attainment in the current Year 2 is above average in reading, writing and in mathematics. This is due to improvements in the overall quality of teaching, in Year 1 last year.
2. In the 2001 National Curriculum tests for 11-year-olds, results are very high in English, above average in mathematics and average in science. When the school's results are compared to similar schools they are well above average in English, average in mathematics and below average in science. Standards in the current Year 6 class are above average in English and mathematics and average in science. The 2002 National Curriculum test results are similar to 2001 in mathematics and science but fell in English. This was in part due to considerable staffing instability in Year 6 when for long periods several different temporary staff taught the class. National test results in 2002 confirm this improvement by the age of seven and 11. It is difficult to compare improvements between the age of seven and 11 due to significant changes in the cohort. However, the good tracking systems the school has in place in English and mathematics show the good progress being made by pupils who attend the school for their whole of their education from Reception to Year 6.
3. Children who are under the age of six achieve well and most are on line to reach the expected level for their age in all areas of learning by the time they enter Year 1. In the infant stage progress is sound and good in the junior stage. Whilst most children achieve as well as they should there are some weaknesses. The standards pupils achieve in their handwriting and their ability and confidence to use and read information books are not as strong as their other literacy skills. In science, pupils' skills in planning investigations and drawing conclusions from their results are weak. There is no significant difference in the progress made by boys and girls. Taking into account the variation in levels of ability, standards seen in most aspects of English and in mathematics are good by the age of seven and 11. Higher attaining pupils are sufficiently challenged.
4. Overall, pupils' attainment in English by the age of seven and 11 is above average. In both infant and junior stages, pupils achieve well in speaking and listening and in most aspects of reading and writing. By the age of seven, pupils listen carefully and are becoming confident in expressing their ideas. By the age of 11, pupils contribute enthusiastically to class discussions. In reading, all pupils show a developing enthusiasm for books. By the age of seven, most pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to review books. However, not many pupils are confident when independently reading non-fiction material. By the age of 11, the best readers discuss with clarity and understanding the fictional texts they read. Pupils' lack confidence in reading non-fiction books and their skills of summarising the main points

are not well developed. By the age of seven, pupils display a good ability in their creative writing, and they choose imaginative vocabulary. However, pupils' handwriting is not cursive or joined and letters are not always correctly formed. By the age of 11, higher and average attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured and planned pieces of writing. Pupils' skills in spelling are good, but handwriting is not always accurate or fluent. Overall, progress is good for pupils of all levels of attainment except in handwriting where it is unsatisfactory. Pupils make good gains in their ability to express thoughtful ideas about a story. In reading, higher and average attaining pupils have made good gains in their ability to make very detailed analyses of plot and character but progress in reading for information is not as good. Higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes. The limited range of opportunities for pupils to write creatively and at length and read for information in subjects other than English restricts progress in these aspects of their work.

5. Pupils' attainment in mathematics is above average by the age of seven and 11. All pupils achieve well and make good progress. By the age of seven, pupils are confident in their knowledge of place value and in applying the rules of addition and subtraction. Pupils' understanding and use of appropriate mathematical language are good. By the age of 11, pupils have rapid recall of number facts and make speedy mental calculations. Pupils' confidence in developing their own strategies for solving problems and their ability to explain their reasoning is strong. Pupils' progress in the knowledge and understanding of number throughout the school benefits from regular practice in mental calculation and the revision of number facts. Pupils make good progress in the mental/oral part of the lesson and this is related to the good quality of teaching in these sessions.
6. In science, pupils' attainment is average by the end of both infant and junior stages. Overall, pupils achieve appropriately and progress is sound across the school. By the age of seven, pupils are beginning to develop a sound scientific approach although their skills in observation and communicating their findings are not as strong. They are secure in their knowledge of humans and of common materials. By the age of 11, pupils have a satisfactory knowledge of scientific vocabulary. They have a good knowledge of the natural world, materials and their properties and the physical world. However, pupils are not always confident at predicting the outcome of experiments. Due to a lack of opportunities to investigate and experiment, their ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment is not as strong as their scientific knowledge. Similarly, pupils do not always base their conclusions on their understanding of scientific processes successfully.
7. In ICT, pupils' attainment is in line with expectations by the age of seven and above expectations by 11. As a result of major improvements in resources and teacher expertise, all pupils are now making good progress. By the age of seven, pupils are confident in the use of a 'mouse' with simple software packages and are beginning to enter text using a word-processor package. By the age of 11, pupils are able to start up the computers and locate the appropriate programs. They successfully use web sites and have a sound knowledge of spreadsheets and databases.
8. By the age of seven and 11, pupils achieve appropriately in religious education and reach standards expected of the Locally Agreed syllabus. Pupils make sound progress

showing an awareness that beliefs and culture influence daily life. They have a wide knowledge of Christianity and a reasonable knowledge of other religions, such as Judaism and Hinduism. Pupils make comparisons between the different religions and discuss similarities and differences. Their opinions show respect, interest and thoughtfulness.

9. In infant classes, all pupils make sound progress in art, geography, history and physical education and achieve levels appropriate to their age by the age of seven. In junior classes, all pupils make good progress in history and achieve well to exceed the expected level by the age of 11. In art, geography, music and physical education pupils make sound progress and achieve appropriate levels by the age of 11. Due to limited evidence it was not possible to make judgements about standards pupils achieve in design and technology at the age of seven or 11, or in music at the age of seven. This shows that standards have been maintained in these subjects and improved in history. The length of time of one hour given to some lessons for example, geography, music and physical education is too long. This impacts on the progress made, particularly towards the end of the lesson when pupils' concentration and effort wanes.
10. There has been a good improvement in the issues raised in the last report. The school has effectively raised standards across the school in English and mathematics. Great strides have been made in the provision for information and communication technology (ICT) and the school has provided effective support and training for teachers. As a result pupils are making much better progress. However, the use of computers to help develop work across other areas of the curriculum is under-developed. There are some links; with literacy with good foundations in word processing techniques, with mathematics through drawing angles, with art through the use of a 'paint' program and with science through drawing graphs. The school has worked hard and introduced several new initiatives that are helping to raise standards in aspects of English and mathematics. The school met the targets it was set by the local authority in 2002 in national tests in mathematics but not in English and has been set challenging targets for 2003. Good assessment procedures are used effectively to track pupils' progress and the school is on course to meet its targets.
11. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the teaching assistants provide good support.

Pupils' attitudes, values and personal development

12. The school has improved and strengthened these areas since the last inspection. Attitudes, behaviour, personal development and relationships are good and therefore strengths of the school. Attendance is above the national average, as it was at the last inspection.
13. Pupils have good attitudes to the school. They are very interested in school life and particularly enjoy and respond well to the good teaching. However, where teaching is less vibrant, a minority of pupils, on occasions, become less motivated. The school deals well with this small minority, in a well-considered, caring and positive manner. Pupils are generally quick to settle to their tasks and the majority act in a responsible and sensible manner. They show good levels of concern for others and for property and

this helps towards the school being clean and the site graffiti free. At break times, in both the infant and junior playgrounds; pupils use the areas well, particularly good use being made of the field for junior pupils.

14. Pupils are happy to share and take turns. They listen with care to the opinions of others and organise themselves well in working groups when the opportunity arises. For example, a Year 4 group participating in a games lesson quickly decided who would take the lead and they happily accepted joint decisions. In a Year 2 art lesson there was a mature approach to the care and handling of different materials. Pupils are confident when giving opinions. For example, in a Year 5 numeracy lesson, pupils were happy to express their thoughts without self-conscious concern for giving a wrong answer.
15. Overall, behaviour is good. Discussions with pupils clearly demonstrate that they feel safe in school and are untroubled by bullying. They feel fully included in all activities and usually find something they wish to participate in. They know what to do if they have any concerns and many are happy to approach any member of staff for advice without any difficulty. Pupils know and accept the school's expectations regarding good behaviour and strive to achieve them. The school's use of its behaviour policy emphasises the pupils' good values.
16. The personal development of pupils and growth of relationships are good. There are more opportunities to take on greater responsibilities, as pupils get older. Pupils are eager to accept any responsibility offered. In the playgrounds they are responsible for setting out and recovering equipment and they assist in the preparation for assemblies. In classrooms, they are proud to be selected to take messages throughout the school and willingly take their turn as classroom helpers.
17. Attendance is good. However, the school remains active in attempting to make further improvements to levels of attendance. For example, in stressing in newsletters the importance of regular pupil attendance and informing school of pupils' absence due to ill health.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Overall, the quality of teaching is good and teachers successfully meet the needs of all pupils. In the lessons seen, the majority of teaching was at least satisfactory, and was very good in 11 per cent of lessons. The teaching in one lesson was judged to be unsatisfactory. This shows an improvement in the quality of teaching since the last inspection. There are several reasons for the overall improvement
 - the schemes of work that have been developed for all subjects provide clear guidance for teachers,
 - all teachers have followed programmes of training in ICT and provision for this subject has been further improved by the development of a suite and support from an enthusiastic, knowledgeable co-ordinator,
 - the school has developed good systems for assessing pupils' work in English, mathematics and ICT and this has led to better lesson planning which has helped provide work that is more closely matched to pupils abilities,
 - there has been a significant change in the teaching staff who have brought new ideas and expertise to the school.

19. The teaching is good in the Foundation Stage and in the junior stage. Overall, the teaching in the infant stage is satisfactory. There are still inconsistencies in the quality of teaching in the two classes in the infant stage. This is because, although the teaching in Year 2 is good, in the other infant class, lessons often lack interest and challenge, especially for higher attaining pupils. As a result, the teaching seen in this class was never better than satisfactory and occasionally unsatisfactory.
20. In infant and junior classes teachers plan carefully using the National frameworks for literacy and numeracy ensuring pupils are effectively taught the skills of literacy and numeracy. However, certain skills are not always sufficiently well built upon, for example in handwriting, because pupils do not transfer the skills they have developed in handwriting lessons into their other written work. Similarly, although pupils have good writing skills these are not further developed sufficiently well due to a lack of planned opportunities to write at length in other subjects. Although pupils read fiction books well they are not confident or as skilled at reading non-fiction or finding the main points from the text. This is hindered by a lack of planned opportunities presented to them to read for information across all subjects. In science, the quality of the teaching of investigative skills in practical sessions does not adequately develop pupils' ability to plan their own investigations or draw conclusions from their results accurately or confidently. Teachers do not provide enough planned opportunities for pupils to use or apply their scientific knowledge in practical, problem solving activities. Across the school there is an inconsistency in the quality of marking of pupils' work. Although pupils' work is regularly marked this consists mainly of a tick and there is no written comment on how pupils can further improve their work.
21. The quality of teaching and learning is affected in some lessons because the time allocated to the lesson is too long. This was seen particularly in geography, music and physical education lessons. The time of one hour given to these lessons results in
- a decline in the pace of the lesson,
 - pupils' concentration and interest wanes towards the end of the lesson,
 - the quality and amount of work that pupils produce declines towards the end of the lesson compared to other parts of the lesson.
22. Overall, the teaching of children under the age of six is good. Teachers' planning is carefully based on the Early Learning Goals for children of this age. Relationships are very good and the teacher has a good understanding of the needs of young children in these areas. The teaching assistant and the teacher co-operate well to plan suitable activities to build the children's confidence and skills, including extension work for higher attaining pupils. In a good language lesson aimed at increasing children's understanding of the numbers one to five, the teacher inspired all the children to contribute enthusiastically to the discussion by using the song 'Five Little Speckled Frogs'. In a lesson when the children were making pastry, good informal assessment took place so that each successive step built effectively on children's knowledge and vocabulary. A strength was the way the teaching assistant adapted the activity according to how well the children achieved, eventually leading to all children successfully completing the task. The lesson was well organised to encourage children's observational skills and initiative in learning.
23. Overall, the teaching in classes with infant pupils is satisfactory. All the good and very good teaching seen was in a Year 2 class where the teaching is strong. Where the quality of teaching is good, careful preparation provides a good range of resources to

support pupils' learning, and they are well motivated by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in a Year 2 literacy lesson where the pupils focused on sequential relationships and time in the story they were reading. They responded enthusiastically to the interesting task and concentrated hard, reaching a good understanding of how a word or a phrase could link the story from page to page. In a very good Year 2 mathematics lesson in which pupils developed their skills of addition by adding 11 or nine, the teacher used perceptive questions that focused pupils on different ways of working out the answer and valued their contributions to the discussion. The lesson provided pupils with the opportunity to hear how other pupils worked out the answer successfully and to use this information in improving their own strategies. Careful questions promoted pupils' thinking. For example, after demonstrating to pupils the teacher asked 'What happens when... or if I don't what will happen..?' Pupils were well motivated and lots of sensible discussion followed in which pupils used their newly acquired knowledge to improve their mental skills effectively.

24. Where teaching is less effective or unsatisfactory in infant classes there are a number of weaknesses that hamper pupils' learning;
- insufficient knowledge of pupils' abilities results in tasks which are too easy for them, especially higher attaining pupils,
 - a lack of monitoring and support from the teacher for pupils as they work resulting in pupils doing the work incorrectly or not completing the task,
 - an over reliance on worksheets and low expectations by the teacher of what pupils can achieve results in tasks which do not motivate pupils and limits progress, especially for higher attaining pupils.

For example, in a Year 1 science lesson, pupils were expected to listen to taped sounds for 25 minutes whilst identifying what made the sound and recording their response on a lotto card. The pace was too slow, the task was too easy and as a result pupils learnt very little and many lost interest.

25. In junior classes, the teaching is good. The best lessons are well planned; cater for the needs of all pupils; have a clear purpose; include challenging activities, and proceed at a good pace. In a good Year 4 literacy lesson, pupils focused on writing a setting for a story linked to their work on the Celts in history. The teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities. Whole-class teaching was effective, but pupils also had the opportunity to work independently or collaboratively, which they did well. This resulted in their settling quickly to the task, working at a good pace, and producing work that showed a good understanding of the value of creating a colourful setting at the start of a story. The teacher made the learning fun and as a result, the pupils enjoyed the lesson immensely. In a good Year 3 mathematics lesson, the teacher used her time well to monitor and support pupils as they worked in groups discussing how they were going to find 'clue' words in written problems. She listened carefully to the discussions and joined in when necessary, ensuring that opportunities to extend and clarify pupils' ideas were effectively taken. In other good lessons, teachers used questions well to check on past and present learning and develop the lesson successfully from pupils' responses. Where the teaching is less effective, qualities that are missing are; good pace to the lesson, challenging, interesting tasks and effective intervention by the teacher.

26. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics. In other subjects such as science and history pupils are asked to find information from home. Most parents make good use of the reading diary, which has great value as an effective link between home and school. However, a small number provide little support at home.
27. The teaching of pupils with special educational needs is good. Most teachers plan tasks based on their individual education plans, and teaching assistants are well briefed to work with small groups or individuals. As a result, pupils make good and at times, very good progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the register of special educational needs.

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

28. The curriculum provision for children in the Reception class is good. For pupils in infant and junior classes it is satisfactory overall with good provision for pupils' personal and social development. This represents satisfactory improvement since the previous inspection. This quality of provision prepares pupils' well for the next stages of their education.
29. The curriculum for children in Reception is good because it provides purposeful, practical learning experiences in all the recommended areas of learning for children of this age so that they develop positive attitudes to learning. This makes a significant contribution to the good progress most children make towards the Early Learning Goals and ensures a smooth transition to the work of the National Curriculum. However, whilst the outside secure area is very well used to support all areas of learning, the lack of climbing equipment and the unsuitable surface have a limiting effect on the provision for aspects of vigorous, adventurous play.
30. Suitable policies are in place to provide guidance on the development of pupils' personal, social and health education. For example, throughout the school, time is set aside when pupils' can discuss personal and social issues common to us all. The governors' policy on sex education and the raising of awareness of the misuse of drugs are met within these lesson periods and through the schemes of work for science and health education. The lessons and the consistent and sensitive support, given by all teachers and teaching assistants, ensure pupils make good progress in personal development. The day-to-day activities of the school, demonstrate the commitment of the staff and governors to provide for all pupils to have equal access to all subjects and aspects of school life. This level of inclusion makes a major contribution to the achievement of all pupils. This reflects the views expressed by parents.
31. Overall, the organisation of the curriculum to achieve an appropriate balance of experience and meet the needs of all pupils is satisfactory. There are strengths but also areas for further development. A useful curriculum map is in place that indicates when programmes of study are to be taught as pupils move through the school. This provides a suitable balance across most subjects and religious education, but not in all cases for example, the discrepancy between geography and history. The agreed allocations of teaching time for each subject are similar to those found in many schools and reflect the

importance the school places on developing literacy and numeracy skills. However, where the agreed time allocations are not adhered to when planning timetables, there is a limiting effect on the provision for some foundation subjects. For example, when, in some classes extra sessions are devoted to literacy activities, the amount of time left available for foundation subjects is reduced.

32. Overall the school makes good use of the National Literacy and Numeracy Strategies to provide guidelines for teaching English and mathematics. Although there is currently guidance as to how handwriting and presentational skills are to be taught this has not yet proved effective in raising standards. The literacy co-ordinator has already identified this as an area for further development. Where teachers make appropriate links between subjects at the planning stage, the curriculum is significantly enriched. This is particularly well done in the Reception class. It was also well illustrated in Year 4 where pupils used their good knowledge of Celtic settlements from their historical studies as the stimulus to develop an exciting setting for a story in a literacy lesson. However, there is insufficient structured guidance to ensure consistency of this practice. For example, opportunities to practise and extend literacy, numeracy and information and communication technology skills through independent, purposeful activities in other subjects are too often overlooked. The planning of the day does not always ensure that the best use is made of available teaching time. For instance, the time set for lessons in the afternoon is too often governed by the time available between one break and the next. This results in two one-hour sessions. In subjects such as geography, music and physical education this amount of time is too long and as a result pupils concentration and interest wanes and they do not work as productively as in the earlier parts of the lesson.
33. Staff promote equality of opportunity and access effectively and the needs of pupils of all abilities are very well catered for. The school has a strong focus on inclusion for all its pupils. It has an average number of pupils with special educational needs and is committed to their total integration. This is evident from teachers' planning and ways of working and the contribution of teaching assistants in classes to achieve this. In lessons, teaching assistants work well with groups or individual pupils. For example, in art in Year 6, all pupils, including those with special educational needs, are fully included in the lesson by means of well-targeted use of the teaching assistant who assists, monitors and directs, as and when required. In a design and technology lesson in Year 2, good use of a teaching assistant allowed full participation by all pupils. The school meets well the requirements of the Code of Practice for pupils who have special educational needs. The special needs co-ordinator and staff work closely in preparing individual education plans. The plans are stringently reviewed and this means that targets are always specific and relevant. Pupils benefit from the close liaison between the co-ordinator, class teachers and teaching assistants. Pupils who have special educational needs are included in all aspects of the curriculum and make good progress.
34. The good provision for extra-curricular activities improves and extends the curriculum for many pupils. Many pupils enjoy a range of sporting activities from season to season such as football, with coaching by the local football club; netball, with matches in a local league and cross-country running. Alongside these are a choir and recorder clubs and a computer club. The school effectively supports pupils' learning through educational visits to such venues as diverse as The Rainforest Experience and the Aylesbury bowling alley and the opportunity for choir members to sing in the Albert Hall. The residential visit to Osmington Bay in Dorset for Year 6 pupils makes a major contribution to geographic studies and to pupils' personal development. Similarly the school seeks to

broaden experience through visitors to the school such as police and fire services, a drama group raising awareness of the environment and representatives of charities to highlighting the needs of others. The peripatetic music service provides instrumental tuition in woodwind and violin. This has a positive impact on the attainment in music for these numbers of pupils

35. Links with other schools is satisfactory. Pupils meet for sports and musical activities within the group of local primary schools. Satisfactory links are made with local pre-school playgroups so that most children have opportunity to visit and meet with staff before transfer. This has a positive impact on the confidence with which they are able to enter Reception class. Links with the local community are similar to those in many schools. The school joins the parish church to mark the major Christian festivals. The joint activity with Stone History Society to photograph historical evidence to show the development of the school over time promoted pupils' understanding of the roles of historians and photographers well. There are, currently, no specific business links.
36. Overall the school makes good provision for the personal development of pupils, which includes their spiritual, moral, social and cultural development. This reflects the views of parents and indicates improvement when compared with the overall judgement made at the time of the previous inspection. This quality of provision makes a major contribution to the attainment and progress of all pupils.
37. The provision for pupils' spiritual development is satisfactory. Members of staff consistently encourage pupils to share their ideas and feelings and unfailingly respect and value them. Whilst an infant celebration assembly provided a special atmosphere for sharing achievement, a junior assembly provided pupils with time for private reflection. However, there is not sufficient emphasis and consistency in planning the special nature of these occasions. In areas of the curriculum such as English, history and religious education, pupils have opportunities to consider the feelings customs and beliefs of peoples of other times, places and cultures and to make personal responses from their own experiences but few are planned. This means that opportunities are sometimes missed to further enhance pupils' spiritual development
38. Good provision is made for fostering moral development. The whole-school policy for behaviour ensures that rules are practicable, rewards and sanctions are appropriate and that teaching and teaching assistants have a consistent approach and equally high expectations. Through direct teaching in personal and social education lessons, themes for assembly and discussion of issues as they arise, pupils learn to recognise the difference between right and wrong. The consistently positive example of all adults within the school demonstrates the values of honesty and fairness. All pupils are encouraged to consider the consequences of their actions on both themselves and each other. Positive behaviour is consistently acknowledged and incidents of unacceptable behaviour are managed discretely and sensitively. This approach is well used in supporting pupils with emotional and behavioural difficulties.
39. Good provision is made for the fostering of pupils' social development. This has a particularly positive impact on the progress made by the youngest pupils and those with special educational needs. All members of staff show considerable respect for pupils and provide good role models. These features along with the sensitive use of opportunities for direct teaching make a considerable contribution to the development of social skills and the good quality of relationships throughout the school. From the range

of educational visits, meeting with visitors and involvement in local events, pupils experience the special responsibility of representing their school. All pupils are expected to act responsibly when appointed classroom helpers. Older pupils are given encouragement to take responsibility for the welfare of others through membership of the school's house system and organise events, for example, quizzes and competitions such as a boat race on the swimming pool.

40. The school makes satisfactory provision for the cultural development of pupils. The work in subjects such as English, history, religious education, art and music suitably fosters pupils' understanding of traditionally British culture and heritage. Pupils' knowledge of the traditions, values and beliefs of members of other faiths is developed in religious education and through occasions when, for instance, a parent who is a member of the Hindu faith visits to talk about customs and traditions. However the opportunities for pupils to understand the breadth of the multi-cultural diversity in British society today is insufficiently developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. At the last inspection, this was unsatisfactory. There was no formal risk assessment in place and an inconsistent approach to pupil supervision. Data gathered was not systematically used to plan and develop the curriculum. This aspect is considered satisfactory overall with some good features.
42. The quality of care for pupils, the good relationships, and the high level of confidence that pupils have in their teachers, all contribute well to the monitoring and support of personal development. The support and guidance for pupils who have special educational needs are good. Teaching assistants know their pupils well and show genuine concern for their welfare.
43. The induction procedures for pupils are securely in place so that they soon become aware of expectations and routines. There are satisfactory links with the various secondary schools that pupils move onto these ensure that pupils have a smooth transition to the next stage of their education. There are satisfactory procedures for child protection in place, and all staff are kept informed about them. Good relationships with outside support agencies benefit individual pupils and the whole school. There are suitably trained first aiders. There is an agreed health and safety policy, with risk assessment procedures being conducted regularly by suitable trained personnel.
44. The school manages good levels of behaviour, both within the school and at other times such as breaks and lunchtimes, and provides rewards for this and other personal achievements. The school's procedures for monitoring and eliminating oppressive behaviour are also effective in treating all pupils equally. There is a weekly celebration assembly which pupils' achievements both in and out of school are recognised. There is a positive house system in place, which encourages pupils to work hard, behave well and be sensible and responsible. Good procedures are in place for the elimination of bullying and oppressive behaviour. Staff strive hard, and are successful, in raising pupils' self-esteem by emphasising pupils' achievements and their value to the school.
45. Attendance and punctuality are carefully monitored. The school continues to work hard to maintain and further improve attendance by its systems of rewards and by informing parents of the value of good attendance and promptness.

46. The procedures for assessing and monitoring the pupils' academic performance are satisfactory overall. However, the sound practice that is seen in the core subjects of English mathematics and ICT, is not developed consistently in all the other subjects and there is little recording of what the pupils can do in other subjects. Teachers use the information on pupil's progress effectively to plan for the next stage of learning. Teachers know the pupils well. They keep records of individual pupils' progress but the detail recorded and the frequency of such recordings is inconsistent. Pupils' work is marked carefully but there is inconsistency in the comments made about how well pupils have done and what they need to do to improve. Last year's National Curriculum test results are carefully analysed in mathematics and in English and the information is being used to raise standards. For example, pupils' handwriting was identified as an area for improvement. In mathematics, pupils' confidence and ability to answer mental questions and solve mathematical problems were the weaknesses identified. This has resulted in the school producing an action plan and implementing new methods after from staff training. Test results when children first enter the school are carefully analysed and used effectively to plan sessions in the reception class.
47. The school has effective procedures in place for identifying pupils who have special educational needs. Teachers assess pupils' progress and if there is a need for intervention from an outside agency, the co-ordinator for special needs is able to contact the appropriate agency for specialist support. The co-operative approach to meeting pupils' special needs is a positive feature of the school's provision, and it contributes well to the academic and personal development of these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. In the previous inspection the quality of these aspects was considered to be generally good. The school is aware of the advantages to children's learning of good parental involvement and has continued to develop this aspect of school life. It is now considered that partnership with parents is good overall.
49. Parents receive regular newsletters, which inform parents of what their children will be taught, and therefore allows them to participate more fully in the education of their children. Pupils' annual reports for parents are very detailed and thus give parents a comprehensive review of what pupils have learnt and future areas for them to concentrate on further. The school's 'open door' policy encourages parents to enquire about their children's progress. For example, the headteacher is available in the playground at the start of each school day. This is beneficial in generating an easy communication time for any parents who may wish to speak with the school.
50. There is a small core of regular parental and other volunteer helpers in school and their efforts are greatly valued and beneficial to pupils learning. The majority of parents support the school well, particularly in raising funds, but a minority offer little support to pupils with their homework.
51. Views expressed by parents at the pre-inspection meeting and on the questionnaire show that parents have a very positive view of the school. The only area with which parents expressed any volume of concern was in the extent of extra-curricular activities and homework. Inspection evidence supports all the positive views expressed by parents but not the concerns about extra-curricular activities or homework. The levels of

extra-curricular activities are similar to those found in many similar schools and homework is consistently given to pupils and supports their learning at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Overall the leadership and management of the school are sound with a number of strengths. The headteacher provides caring, effective leadership, and has a clear vision for the future. He is supportive of both pupils and staff and works from a positive perspective. The senior management team is newly constituted. The new procedures and systems it has introduced and implemented provide it with good opportunities both to deploy its expertise, and to act as a conduit for the ideas and thinking necessary for the school to continue to develop. The headteacher shows good qualities as a team builder. Parents have a high regard for the leadership and management afforded by head teacher and key staff.
53. There has been a good improvement in addressing the key issues from the previous inspection report. These include developing effective procedures for monitoring and evaluating the school's performance, including teaching and learning, developing the role of subject co-ordinators and establishing a coherent plan for school improvement. The headteacher and deputy headteacher undertake regular supportive lesson observations, to acknowledge strengths and to identify areas for development. This process is being extended to enable the literacy and numeracy co-ordinators to monitor teaching and learning in their subject as part of their development as subject leaders. The subject leaders are beginning to be more effective. They are gaining a more rigorous overview of standards and progress in their subjects. Each subject has an action plan. The management of English and mathematics has enabled the National Literacy and Numeracy Strategies to be introduced effectively and standards in these areas have risen. Good leadership in ICT has developed the subject well and ensured that the new computer suite is used effectively. Standards have also risen in this subject. Art and music are also managed well. Further development of the role of subject co-ordinators is planned so that subject action plans can be based on the fullest possible range of information and expertise. However, at present some co-ordinators are new to this role and lack the necessary expertise and experience. As a result, they do not have a clear view on how well their subject is being taught in order to further improve the quality of the delivery of the subject and ensure consistency across the school. The school has a planned programme of training and has allocated time for this to happen. Good practice is already in place for example, as seen through the monitoring of literacy across the classes by the co-ordinator.
54. The headteacher and senior management team now monitor and evaluate the performance of the school closely and systematically using the findings of monitoring and evaluation to identify priorities for school improvement planning. They regard school self-evaluation as important in raising standards and in supporting school improvement as a whole. Assessment data is closely analysed and pupils' progress is closely monitored. The analysis of data includes a focus on any differences in the achievement of boys and girls. Areas for improvement are identified, action is planned to address issues of underachievement and targets are set for improvement. The school plans to use ICT to further assist the effectiveness of the systems it already has for the analysis of data, the setting of targets and to track pupils' progress.

55. The school improvement plan, looking at the next three years, has clear priorities. There are links with staff development as well as financial links. However, although each subject has an action plan there is no clear time scale on how the curriculum will be reviewed over the three-year period. Performance management procedures are in place along with regular monitoring of teaching. Targets are linked to whole school development. Much has been done to improve management structures and procedures, but it will take time for the impact to be fully realised. The governors are very supportive of the school taking an active part in its life and work and are beginning to develop their role as critical friends. Many governors are new but have quickly developed as a team and share a view of how to shape the general direction of school improvement. Governors understand the strengths and weaknesses of the school. Through an effective system of committees, through each governor having a link with a curriculum area and through having a group to monitor progress of initiatives in the school improvement plan governors are well placed to support and guide the school's development.
56. Governors ensure that the school's budget is spent wisely to support priorities for improvement. Specific grants are used appropriately and the principles of best value are applied to many aspects of the school's work. An inherited budget deficit has been effectively addressed and reduced. Current spending is linked to priorities in the school improvement plan and is carefully monitored by the headteacher and the governors' finance committee.
57. There is an appropriate level of staffing across the school and this is deployed effectively. The staffing situation is now more settled with the appointment of a new deputy last year and two new members of staff who joined the staff in September. The administrative staff, lunchtime support staff and site manager and cleaning staff work effectively to assist in the smooth running of the school. They are an important part of the school team.
58. Overall, there are shortages in the resources to support pupils' learning. Resources are good for ICT although there is still a need for provision of computers in classrooms to provide opportunities for pupils to further practice the skills they have learnt in the suite. Resources for English, mathematics, geography, history, art, physical education and religious education are satisfactory. However, there is a lack in both the quality and quantity of resources in science, design and technology and music. Also, there are not enough non-fiction books for pupils to use in the library and in the junior classrooms. There is a lack of large outdoor play equipment for children in the Foundation Stage. The use of resources that are in school is never less than satisfactory and sometimes good.
59. The accommodation is satisfactory. Recent modifications have resulted in the creation of extra teaching areas, the establishment of a computer suite able to accommodate a full class. However, these changes have resulted in a reduction of storage space around school. Security has been improved through an upgrading of the boundary fencing and the provision of a gate at the top of the main entrance. A continuing programme of internal re-furbishment is improving the learning environment. Outside are spacious hard play areas and a school field, which are well used by pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order for the school to further improve the quality of education its provides and build upon the good progress it has made since the last inspection, the governors, headteacher and staff should;

1. Further raise standards in English by the age of seven and 11 by focusing on areas the school has recently identified for improvement in the co-ordinator's action plan

- improving pupils' handwriting skills,
- ensuring there is a greater focus given to developing pupils' skills in reading for information and more opportunities for pupils to use these skills in research,
- raising the profile of reading and providing pupils with more regular periods of practice,
- improving the numbers of non-fiction books available to pupils in the library and in classrooms.

(Paragraphs 3, 4, 20, 73, 74, 76, 77)

2. Continue to raise pupil achievement in science by

- continuing to implement the planned programmes aimed at improving opportunities for pupils to use their knowledge in practical investigations,
- improving the quality and levels of resources.

(Paragraphs 6, 20, 87, 88, 89)

3. Further improve management by

- training co-ordinators in the skills needed for them to effectively monitor the teaching and learning in the subject for which they are responsible,
- implementing the planned programme aimed at providing co-ordinators with the time to fulfill this role,
- formulating a programme of curriculum review for the foundation subjects with a focus on providing more opportunities for pupils to further utilise and develop their literacy, numeracy and ICT skills in each subject.

(Paragraphs 10, 20, 53, 55, 112)

4. Improve the quality of curriculum provision by

- ensuring the agreed time allocations for the teaching of each subject are adhered to,
- making sure that teaching time is used effectively and efficiently.

(Paragraphs 9, 21, 31, 32, 102, 116, 120)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Spread the good assessment practice seen in English and mathematics to all other subjects to enable teachers to gain a clear picture of pupils' achievements. (Paragraph 46)
- Better outdoor provision for children under six. (Paragraph 29, 69)
- Revising the current marking policy. (Paragraph 20)
- Improve resources in design and technology and music. (Paragraphs 58, 98, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

48

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	27	15	1	0	0
Percentage	0	11	56	31	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)	189
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

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	26

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	10	10	10
	Total	22	21	23
Percentage of pupils at NC level 2 or above	School	92 (76)	88 (60)	96 (76)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	11	11	11
	Total	22	24	22
Percentage of pupils at NC level 2 or above	School	92 (76)	100 (88)	100 (92)
	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	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	19
	Girls	15	11	13
	Total	34	27	32
Percentage of pupils at NC level 4 or above	School	94 (82)	75 (74)	89 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	12	12	13
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	81 (54)	81 (67)	86 (56)
	National	72 (70)	74 (72)	82 (79)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	175	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	2	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	157

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	428283
Total expenditure	451370
Expenditure per pupil	2181
Balance brought forward from previous year	0
Balance carried forward to next year	-26087

Recruitment of teachers

Number of teachers who left the school during the last two years	10.6
Number of teachers appointed to the school during the last two years	9.0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48.2	50.6	0.0	0.0	1.2
My child is making good progress in school.	42.0	49.4	2.5	1.2	4.9
Behaviour in the school is good.	29.6	60.5	3.7	0.0	6.2
My child gets the right amount of work to do at home.	19.8	59.3	11.1	3.7	6.2
The teaching is good.	37.0	51.2	3.7	0.0	7.4
I am kept well informed about how my child is getting on.	33.3	50.6	9.9	0.0	6.2
I would feel comfortable about approaching the school with questions or a problem.	62.4	32.1	3.7	0.0	0.0
The school expects my child to work hard and achieve his or her best.	50.6	43.2	4.9	0.0	1.2
The school works closely with parents.	28.4	58.0	8.6	0.0	4.9
The school is well led and managed.	29.6	51.9	9.9	2.5	6.2
The school is helping my child become mature and responsible.	33.3	55.6	6.2	1.2	3.7
The school provides an interesting range of activities outside lessons.	11.1	40.7	28.4	7.4	12.3

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

61. Children enter the Reception class in the September after their fourth birthday. Those children who will be five during the autumn term attend full time. Children who will be five during the spring and summer terms attend part-time and are able to attend full-time as from January. During the inspection six children were attending full-time and 14 part-time. The children have varying pre-school experience. There is no local nursery provision but approximately two out of three have attended a playgroup and since the previous inspection useful links with the local playgroup have been developed. The assessment made on entry shows that overall attainment in language, mathematics and personal development is average although within the class the full range of attainment is represented.
62. The provision in the Foundation Stage is good and children make good progress across all the recommended areas of the Early Learning Goals. The teacher and the teaching assistant have established an effective team approach. The quality of teaching is consistently good. When compared with judgements made at the time of the previous inspection significant improvement has been made. The teacher has a good understanding of the curriculum for each area of learning and, of how young children learn. This is well illustrated by the quality of planning that is consistently based on assessments so that children build on what they already know, understand and can do. It provides opportunities for children to develop skills and understanding through a structured range of practical and purposeful activities to which they can return to practise and consolidate, as they need.

Personal, social and emotional development

63. The teaching is good and a high priority is placed on children's development in this area and support for it permeates daily activity. Evidence from those children who have recently transferred to Year 1 indicates that most children met expectations. The well-organised introduction to school provides children with confidence and the opportunities for parents to talk with staff, and join the children in their activities and develop a useful partnership. This represents significant improvement since the previous inspection. Both teacher and support staff create a consistently calm and positive approach. They unfailingly respond to children's needs, value their ideas and are sensitive to expressions of feelings so that children's self-esteem is consistently supported.
64. Through a good balance of direct teaching and personal example children quickly become familiar with class routines and are aware of adults' expectations. For example, after a relatively short time in school children sensibly gather for 'snack time', clear away responsibly afterwards and can choose what to do from a range of activities. They show a good level of confidence when moving about school in order to take the register to the office or the headteacher's snack to his room. Although some of the youngest children still prefer to play alongside rather than with another, they know they must take turns when, for instance, rolling a dice in a group number game. Most children have an appropriately developing knowledge of social conventions and relate well to each other and to those who work with them. This was well illustrated by two children playing with a

model castle and explaining to each other what they are choosing to do on their side of the castle.

Communication, language and literacy

65. The quality of teaching is good in this area and makes a significant contribution to the progress all children make. Evidence from children who transferred to Year1 recently indicates that most children met expectations and a significant minority exceeded this at the end of the reception year. The support for the development of speaking and listening skills is planned across all areas of learning. Teachers and support staff consistently use a varied range of everyday and subject specific words to increase the bank of words that children understand and can use. When talking with children, adults consistently model appropriate grammar and the structures of spoken language encouraging children to use them when expressing their ideas and feelings. The displays of work are used well to introduce children to the written word and spending time in the book area or writing area is always part of the self-chosen activities.
66. In whole class sessions children and adults share stories so that quickly children recognise that stories have a sequence of events and both the pictures and the words tell the story. Good emphasis is placed on learning the shapes of letters and the associated sounds and children have a range of activities to reinforce this learning. For example when making a collage of Humpty Dumpty children recognised the initial sounds of his name and had fun thinking of alternative initial sounds. Subsequently higher attaining children found the appropriate new letter shapes from a given group of letters. Evidence indicates that most children, by the time they transfer to Year1, use this knowledge of letter sounds and frequently occurring words to read simple texts and record their ideas.

Mathematical development

67. The teaching and learning in this area is good. The provision of a good balance of adult directed and self-chosen activities that are practical and purposeful ensures that most children make good progress. Evidence from those children who have recently transferred to Year 1 indicates that most reached the expectations and a significant minority achieved better by the end of the reception year. Adults use opportunities across all areas of learning to reinforce knowledge about numbers. For example, the snack helpers match drinks to group members and check the mugs when empty. Children check the number present in relation to those who are absent. All children enjoy counting together often well beyond ten. Questions such as 'How many will I have if I have one more/one less?' are used effectively to move learning on. When playing a game, children count members of a set to match what turned up when they rolled a dice. When playing with construction equipment, sand and water the language of shape and comparative measures is established.

Knowledge and understanding of the world

68. Good teaching in this area ensures children make good progress and by the time they transfer to Year1 most will be meeting expectations for their age. Most children manage a tape recorder to listen to nursery rhymes. They quickly gain confidence in manipulating a cursor with a mouse to move numerals to match a collection of objects. A suitable range of activities are planned through which children explore and observe for

themselves. They keep a record of changes in the weather, track the changes that have taken place as they have grown and explore the local environment. Adults encourage children to play the roles of grown-ups when playing in the home corner, providing well-timed prompts to extend the pretence. In water play children observe the nature of ice and when baking egg-custard tarts they recognise the change in materials when combined and the irreversible effect of heating. Much of the progress in this area is related to the well-judged intervention of adults to introduce appropriate vocabulary through which children talk about what they see and think and to the pertinent questions adults pose to move learning on.

Physical development

69. The teaching is good, helping the children to make good progress. As a result, the attainment of most children by the time of transfer to Year1 will be in line with the agreed expectations for pupils of this age. Children have daily opportunities to handle pencils, crayons, scissors and construction equipment. This promotes the development of manipulative skills appropriately. These opportunities are integrated in both self-chosen and teacher-directed activities so that children receive well-judged intervention from staff to improve their control. Good use is made of the outdoor area and appropriate wheeled toys and play equipment. Although the space is limited and the playing surface is not ideal, children use the area well. However, there is no provision for climbing equipment and this has a limiting effect on the range of vigorous activity.

Creative development

70. The teaching in this area is good and teacher's planning shows that pupils have an appropriate range of opportunities to develop their creativity in line with expectations. Children enjoy singing rhymes and number songs. They do so with much enthusiasm yet sustain the melody well without instrumental accompaniment. They enjoy using collage materials such as eggshells to make a picture of Humpty Dumpty and sponge prints to make the walls of their castle. The role-play area is suitably equipped to support sustained pretence and staff intervention to develop pretend situations is well judged.

ENGLISH

71. Inspection evidence indicates that at the ages of seven and 11, standards of attainment in English are above average. This indicates improvement when compared with the judgements made at the time of the previous inspection. The improvement is directly linked to the effective way in which the structure of the National Literacy Strategy is adapted to meet the range of needs of all pupils and to improvements in the quality of teaching. The teaching was never less than satisfactory and, overall, it is judged to be good.
72. By the ages of seven and 11 standards in speaking and listening are above national expectations. Most pupils enter Year 1 with well-established speaking and listening skills. For example, many pupils respond to questions with sentences where appropriate. They follow instructions and respond appropriately. Because teachers unfailingly value what pupils have to say, by the age of seven, most confidently raise questions to clarify their understanding and readily share their ideas. This was well illustrated by pupils who have just transferred to Year 3 recalling what they knew about

the early life of Moses. Throughout the school, teachers use questions, which need extended answers effectively intervening with pertinent prompts to encourage pupils to extend their responses and add detail to interest the listener. Teachers are consistently concerned to extend pupils' working vocabulary and their understanding of the structures of spoken language. As a consequence, in junior classes, pupils readily use subject-specific vocabulary and have an increasing understanding of Standard English and when to use it in explaining their work and ideas. By the age of 11, pupils confidently explain their thinking and in discussion listen to the views of others, raising questions and developing their thinking further

73. By the ages of seven and 11, attainment in reading is above national expectations. Most pupils enter Year 1 with an appropriate range of early reading skills. By the end of Year 2, pupils have a good range of words they recognise on sight and use their knowledge of sounds to read difficult words. They use punctuation conventions to support fluency and understanding. They readily talk about the characters and plot and have favourite books or stories. They learn from a range of texts in lessons and small groups and by the end of Year 2 know the difference between fiction and non-fiction texts and tables of contents and indexes. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to review books. However, not many higher and average attaining pupils are confident when independently reading non-fiction material. Their skill of summarising the main points after reading information books is not well developed.
74. Throughout junior classes pupils continue to make appropriate progress in reading because a full range of strategies are taught. However, regular opportunities for pupils to read individually to themselves or to an adult are not consistent between classes and progress is variable, especially for pupils who display difficulties. Pupils are familiar with the structures of an increasing range of texts for example, in a shared reading session Year 3 pupils enjoy the writing of Dick King Smith through his story 'The Hodgeheg'. Higher attaining pupils, new to Year 5, confidently recommend a book, '... because it is a good mix of fact and humour.' By Year 6 most pupils are effective readers of fiction. For example, they identify the techniques used to create a setting for a suspense story and confidently refer to the text to support their opinion. They eagerly talk about books they have enjoyed and favourite authors such as Tolkien, J.K. Rowling and Jacqueline Wilson. Many pupils clearly find reading an enjoyable leisure activity and look for meaning beyond the literal. However, across the junior stage pupils are not confident or competent in reading non-fiction books as they are in reading fictional material. Average and lower attaining pupils find difficulty in picking out the main points of what they have read. Also, in talking to pupils their perceptions were that they don't often use the library for independent research activities. This indicates that some potentially valuable opportunities to practise and extend reading and writing skills, independently, in areas across the curriculum are being overlooked. This restricts the progress pupils make and also their ability to read and extract information from non-fiction material. Progress in the development of reading is tracked by appropriate assessment procedures and for many pupils the progress they make in reading owes much to the support of parents. However, whilst reading diaries carry encouraging comments they do not always identify what needs to be the focus for improvement in order to support parents and helpers who listen to pupils read. A minority of parents provide little help and support for pupils with their reading at home. The school compensates for this to some extent by listening to them read more often at school than for pupils who are supported at home. A lack of

non-fiction books in the library and in classrooms further impedes the development of pupils' ability to find and read information.

75. The advice of the National Literacy Strategy is used effectively to systematically develop spelling, vocabulary, basic grammar and punctuation as pupils move through the school. This has a significantly positive impact on the attainment in writing of all pupils. Suitable tests are used each term to track progress and to set targets for improvement. The links teachers consistently make between reading and writing and the structured exploration of writing skills and techniques in lessons makes a major contribution to the progress of pupils.
76. By the end of Year 2 most pupils write for a range of purposes using appropriate structure. For example, pupils in Year 1 use their increasing knowledge of letters and associated sounds to write a postcard. They compile a booklet on polar bears using copied words and pictures and write a recipe for making a pizza. Pupils in Year 2 use words to link sentences to show the passage of time. They structure imaginative stories appropriately using dialogue to move a story on. Higher attaining pupils use short sharp sentences to good effect as in, 'Ready, steady' He paused. 'Go.' 'Everybody ran.' Pupils in Year 3 develop a poem using alliteration well as in 'tatty terrifying tiger'. Year 5 pupils use paragraphs appropriately and structure non-chronological work effectively as, for instance, when recording information about planets. By the age of 11, pupils opening a story are anxious to catch the attention of the reader with, ' Suddenly a scream shattered the silence. Then a voice filled with mischief crowed,' 'I got you...'. They build a picture of their characters with, '...his usually ruddy, jovial features went white with horror.' Higher attaining pupils readily experiment with figurative language. Pupils use word processing skills well to present examples of their work but the current lack of daily access to machines in the classroom restricts this good practice. There are examples of interesting writing in areas across the curriculum as, for example, when pupils in Year 5 wrote about the role of a Tudor soldier. However, the practice is inconsistent and such opportunities are too often overlooked.
77. Handwriting is taught across the school but progress is unsatisfactory overall. What is practised in specific lessons is not always reflected in day-to-day work. The whole area of handwriting and presentational skills lacks the guidance of a whole school approach so that development is systematic and expectations are consistently high.
78. Pupils with special educational needs make good progress towards their individual learning targets because teachers are concerned to plan work that builds on what pupils already know, understand and can do and their progress is consistently acknowledged.
79. Overall, the quality of teaching is good and makes a significant contribution to the attainment and progress of all pupils. No teaching was unsatisfactory and in 60 per cent of lessons observed it was good, being very good in 15 per cent. Staff have worked hard to improve strategies for the teaching of the literacy hour. A particularly good example was in a shared reading activity when Year 3 pupils discussed the story of 'The Hodgeheg' focusing on writing sentences with the correct punctuation. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy hour, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. All pupils have positive attitudes to learning and work hard with enthusiasm and interest to complete their work successfully. Year 2 pupils,

when sharing a text, were interested by the way the writer had used link words in the story to develop sequential relationships. Relationships are very good and pupils support each other well, giving help and encouragement to anyone whom has a problem. Behaviour is very good. In the good lessons, planning is clearly focused on practising and improving key skills for pupils of all abilities. In a Year 3 lesson, the teacher provided pupils with good examples of how they could create a setting to grab the reader's attention. This good teaching enabled pupils to write their own setting based on a Celtic settlement successfully. Good classroom practices and management of time are well-established enabling learning to occur without distractions. In less effective lessons, the teacher focuses for long periods with one group and as a result has difficulty intervening with other groups and on these occasions progress for higher attaining pupils is limited. In other lessons, the tasks teachers provide do not challenge all pupils. Staff are skilled at using teaching assistants productively in the literacy hour. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback. Across the school there is an inconsistency in the quality of marking of pupils' work. Although pupils' work is regularly marked this consists mainly of a tick and there is no written comment on how pupils can further improve their work.

80. The management of provision for this subject is good. The co-ordinator is very experienced and in a relatively short time has adapted the advice of the National Literacy Strategy well to meet the needs of this school. She has instituted useful monitoring procedures and used the information to support colleagues and to evaluate the provision, clearly identifying areas for development in a practicable action plan. Effective assessment procedures are in place and suitably used to identify areas for improvement. The co-ordinator is already looking for ways to improve both the procedures and the use teachers make of the information in, for example, the development of samples of moderated writing. This indicates that the school is well placed to improve, yet further, the provision for this subject and subsequently the attainment and progress of all pupils.

MATHEMATICS

81. There is a marked improvement in mathematics since the previous inspection. Pupils through school achieve well and standards are above average at the age of seven and 11 years. There are several reasons for this. The school has focused keenly on mathematics in recent years and the National Numeracy Strategy is well understood and applied by teachers. Pupils receive a carefully structured session of mental and written mathematics each day. The quality of teaching has improved and is good overall. Teachers, and teaching assistants, use a good variety of strategies, which helps maintain pupils' enthusiasm. The school has clear and effective procedures for assessing pupils' achievements, and uses the findings to provide work that meets pupils' differing needs. Consequently, pupils with special educational needs receive well-targeted support and higher attaining pupils are given work with relevant challenge. The mathematics curriculum is broadly based and well balanced, and, as staff confidence and expertise grows, is becoming more relevant to the particular needs of pupils. The co-ordinator, although new to the school, monitors planning, pupils' work and has had some opportunities to monitor teaching. She is already developing a good overview of the subject, and has the enthusiasm and subject knowledge to contribute to the continuing development of the subject.

82. By the age of seven, pupils develop a secure grasp of place value and add and subtract three digit numbers. They multiply successfully by two, five and 10. They are familiar with the use of 'estimation', and make accurate measurements using standard units. They recognise and name common two and three-dimensional shapes as well as symmetrical and non-symmetrical shapes. Most pupils use a correct mathematical vocabulary such as 'edge' and 'corner' to describe the properties of shape. Pupils prepare block graphs about birthdays with an appropriate scale.
83. By the age of 11, pupils have developed a suitable mathematical vocabulary and a good understanding of the number system. Teachers encourage pupils to find different ways of solving problems. In a lesson with Year 3 pupils, looking at ways of tackling written problems, the teacher spent some time exploring 'clue' words such as altogether, total, left and more than. This effectively gave pupils insights into some of the methodology of problem solving and increased their confidence. Pupils show good understanding of the relationships between different types of fractions and are able to use a calculator to work out calculations involving several digits and decimals. They have a secure understanding of using metric weights and measures. Many pupils accurately find the perimeters of simple shapes, whilst higher attaining pupils work out perimeters of irregular shapes and use formula to calculate areas of rectangles. Pupils gather data and represent this accurately on bar charts and line graphs. Higher attaining pupils work with minus values, such as negative numbers. The school makes some use of ICT to support work in mathematics, such as when older pupils create computer-generated ground plans of the computer suite. However, this work needs further development for example, in data analysis.
84. The quality of learning in mathematics reflects the quality of teaching. It is good overall throughout the school. A direct result of the good teaching is that pupils are given chances both to consolidate previously learned skills and to acquire new ones. In a lesson with Year 6 pupils, the teacher give the pupils some problems to solve using a calculator, so she/he could assess, and revise, their understanding of calculator skills. The main part of the lesson involved working out equivalent values of different kinds of fractions. Some of the examples worked out exactly but others needed pupils to use the calculators. The teacher made further demands on the pupils, and required answers to two decimal places. This led to a quick revision session of rounding up and rounding down. Consequently, the lesson threaded together a number of processes, some known, and some new, and was a very good use of time and resources. There was good teamwork between class teacher and teaching assistant ensuring all groups of pupils were fully included in the lesson. Teachers have a secure knowledge and understanding of the subject, and the majority use informal observations and assessments during the course of lessons, to tailor their questions and approach to the needs of the pupil at the moment. Other features of the strong teaching include good questioning, a good focus on mathematical vocabulary and the basic skills of computation being well taught. The school is conscious of the need to further develop both the use of ICT skills and purposeful marking comments to help move mathematical learning forwards.

SCIENCE

85. The standard of attainment of pupils by the ages of seven and 11 closely meets expectations. This shows standards since the previous inspection have been maintained by the age of seven but have fallen by the age of 11 when they were judged to be above

average. Although the percentage of pupils attaining the nationally expected standards at the age of seven and 11 is rising, this rise is below the national trend. This is because the number of pupils who attain the higher levels is lower than expected.

86. Inspection evidence indicates that pupils achieve satisfactorily as they move through the school. Pupils with special educational needs make good progress and reach average standards because of the good support they are given by the teachers and by the teaching assistants. For example, in a challenging Year 2 class the support provided during the practical activity enabled all pupils, including those with special educational needs, to make sound progress in their ability to plan and carry out an investigation.
87. Pupils in Year 1 studied successfully the life cycle of a plant. Experiments were set-up that helped pupils to recognise that plants need light and water to grow. Pupils used the correct terminology competently for the parts of the plant including root, leaf and stem. A diary was kept which efficiently recorded the growth of a plant over time. Pupils have carefully studied ice cubes as they melted and the change to materials when they are heated. They accurately show through diagrams how simple electrical circuits work. Pupils are beginning to develop a sound scientific approach to investigations although their skills in observation and communicating their findings are not as strong. For example, in Year 2, as pupils investigated the distance a car travelled down a ramp at various heights, pupils could not draw conclusions as to why the car crashed into the carpet when the ramp was at its steepest without adult support.
88. The work on the walls and in books provides evidence of the successful study of rock comparisons, the uses of materials, pollution and the effects of insulation, by pupils in Years 3 and 4. There was also evidence of the correct use of scientific language such as, 'thermal conductors'. During a lesson observation in Year 4, pupils were engaged enthusiastically in an interesting experiment set up to discover how muscles work in the body. Pupils showed the ability to explain their observations confidently. With the support of the teacher they then relate this to various joints in the body. This experiment was interesting in content and offered opportunity for active pupil involvement. The quality and quantity of work in Years 5 and 6 was limited to their current projects on life cycles and keeping fit and healthy. Conversations with pupils revealed that whilst they have a sound knowledge of scientific vocabulary, pupils are not confident at predicting the outcome of experiments. Due to a lack of opportunities to investigate and experiment their ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment is not as strong as their scientific knowledge. Similarly, pupils do not always base their conclusions on their understanding of scientific processes successfully. For example, one average attaining Year 6 pupil wrote that his conclusion after investigating the process of separation was, ' Sand and soil filter, gravel does not.'
89. Progression of the skills of investigation, predicting and recording of experiments is not consistent across the school. There was little evidence available in books, on the walls or in conversation with pupils to suggest that investigations by the pupils, where they can use and apply their knowledge and understanding to test out ideas and establish cause and effect, are a regular feature of science lessons. At times, teachers over direct pupils restricting their ability to find out for themselves.
90. The quality of teaching and the learning it promotes are satisfactory across the school but it is not as effective as at the last inspection. In practical work, teachers show due

care for health and safety and manage resources well. Where teaching is satisfactory or better, teachers have good subject knowledge and clearly explain some difficult concepts, such as how muscles work in pairs to give opposite reaction movements. This leads to good understanding. Objectives are shared with the pupils and the work challenges pupils' thinking. For example, in Year 5 pupils were categorizing foods and recording their findings in designing a healthy one-day diet. Where teaching is less effective, the work set represents very little challenge and does not move the pupils' thinking forward. It is reliant upon work sheets that occupy the pupils rather than providing opportunities to predict, investigate or use research skills. Pupils enjoy their lessons and concentrate well when tasks are challenging and purposeful. Across the school there is an inconsistency in the quality of marking of pupils' work. Although pupils' work is regularly marked this consists mainly of a tick and there is no written comment on how pupils can further improve their work.

91. The co-ordinator for science has done a match of coverage to Curriculum 2000 and there is a long-term plan for the delivery of science. However, resources have not been purchased to support the subject. There has been very little focus given to the subject in terms of whole school review in the past three years. There has been some opportunity to observe the teaching and to ensure that planning is being correctly delivered. This monitoring of the teaching of science has shown variability across the school in approaches to scientific investigations and recognises the need to develop a consistent approach. Suitable assessment procedures are in place and used to set school and group targets. However, the information does not provide detail on what pupils have achieved. Overall resources are unsatisfactory. This results in a lack of practical equipment to carry out basic investigations and prevents pupils from developing the skill in selecting their own equipment to carry out an investigation. There is not sufficient equipment for all the pupils to investigate at once in areas such as; temperature, light, magnetism and electricity. This adversely affects pupil progress. There is limited development of pupils' literacy skills through the subject through reading for research and there are too few opportunities for extended writing. Pupils use their mathematical skills for example, in recording information on graphs. Pupils' information and control technology skills are further developed through the subject for example, data handling programs, but the use of ICT is limited. Pupils' spiritual, moral, social and cultural development is enhanced through the subject. For example there are opportunities for pupils to work collaboratively and to discuss environmental issues.

ART AND DESIGN

92. For all pupils at the ages of seven and 11, standards are broadly similar and on occasion exceed those generally expected of pupils of this age. The school has maintained the standards identified in the previous inspection. All pupils, including those with special educational needs, make sound progress in both infant and junior stages.
93. In both infant and junior classes, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. They successfully explore the work of other artists; for example, Pollock, and try to adopt their style in their own work. Seven-year-olds appreciate colour mixing with both two and three colours together. In Year 2, pupils have experimented successfully with pencil portraits showing a growing appreciation of line and proportion. In observational drawings, using pastel

shading, pupils show an appreciation of pattern and the effect of contrasting colours in their colourful drawings.

94. In junior classes, pupils record their own experiences with reasonable accuracy and attention to detail. In Year 3, pupils' charcoal drawings of faces show a good appreciation of tone, texture and shade. In Year 4, pupils show a good understanding of pattern in their attempts with paint. Pupils in Year 5 enthusiastically create an 'Alien' using a variety of media, showing a sound understanding of proportion, line and shading. In Year 6, the standards that pupils achieve are at the level expected for pupils of this age. This was evident in colourful landscapes using various media such as, pastels, paint and crayon using different techniques for example, pointillism in the style of different artists such as Constable.
95. Overall, the teaching is good. In effective lessons, teachers display good subject knowledge and set high expectations of pupils. The pupils have good attitudes to art and show enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are good. They appreciate the efforts of others and make positive comments about each other's work. Behaviour is good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride. In the best lessons, effective use is made of a good range of quality materials and equipment, and the teacher demonstrated techniques successfully. As pupils work teachers effectively intervene, encouraging them to think about colours and pattern. A good example of this was seen with Year 3 pupils as they carefully experimented mixing colours given two and then three different colours. Effective questioning; for example, 'What do you think will happen when you add more of this colour? 'Is it best to start with the darker colour or the lighter one?' guides pupils well in developing skills in a new technique. The progress of pupils is greatly enhanced by a good range of visual stimuli. In the best lessons there is a lot of constructive interaction with pupils, and as a result valuable teaching points are made and pupils' skills are fully extended. For example, as Year 2 pupils attempted to generate a picture from a small part image, constant reference is made by the teacher to developing colour and texture, and the best way to use the materials.
96. There are some opportunities for pupils' skills in literacy and numeracy to be used and developed but there are some examples such as, in researching the life of various artists. Their literacy skills are not further developed in the subject through extended writing and reading for research. Pupils' ICT skills are further developed through the subject; for example, 'Paint' programs and the Microsoft Publisher to create graphic model patterns. Art also contributes to pupils' personal development by providing opportunities to work together and to study different artists and art in other cultures. The subject is well managed and resources are adequate. However, there is little recorded evidence of pupils' attainment in order to ensure progression in pupils' learning. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, this sometimes prevents teachers from building on the work pupils have covered in the previous lessons.

DESIGN AND TECHNOLOGY

97. It was only possible to see one lesson during the inspection and there were few examples of completed work on which to base secure judgements. It is therefore not

possible to comment on teaching and learning or to make judgements about standards. Examination of teachers' planning and discussions with the subject co-ordinator indicate that the school follows national guidelines when planning for design and technology and teachers' planning for this area is sound. However, there is no formalised procedure for assessment and recording of pupils' achievements. Consequently, the link between previous learning and what is to be learned next is not as secure as it might be.

98. The co-ordinator is enthusiastic but has no particular background in the subject and is not strongly positioned to support colleagues at present. In recent years there has been no in depth review of the subject or staff training. Resources are unsatisfactory and impact adversely on the quality of teaching and learning. There is a lack of basic tools and equipment and material resources are limited as a result opportunities for pupils to experience practical design and technology sessions are restricted.

GEOGRAPHY

99. During the inspection lessons it was only possible to observe infant classes. From these observations, the examination of pupils' work and planning documents and discussions it is evident that progress is sound and standards that pupils achieve at seven and 11 years are at the expected level for pupils of this age. This reflects the judgements made at the time of the previous inspection.
100. Pupils in Year1 are familiar with their local environment through field trips in the area and use this to begin to develop mapping skills. For example, using photographs of familiar buildings, pupils are competent in placing them appropriately in relation to school to make a picture map. In Year 2, pupils develop knowledge of the wider world and recognise competently similarities and differences between two different localities. For instance, pupils compare the physical features of the Island of Struay and their own locality recording this successfully in picture form. They compare and contrast the human features such as housing, community facilities and employment recording their observations clearly in written form.
101. In Years 3 and 4, they use their knowledge of other countries to explore the changes in worldwide weather conditions and the effect on the land and the lives of people. Mapping skills are extended in recognising countries and continents. By the age of 11, pupils identify the natural physical features of a landscape for example, they study the development of a river and major mountain ranges and a contrasting locality such as a coastal area.
102. Teaching in infant classes is satisfactory. It is inappropriate to make a judgement on teaching in junior classes. In both infant classes, teachers' plan the objectives to ensure learning is built on what the pupils already know and understand and in this way the pupils see the relevance of the new work. Where teachers use open questions pupils are encouraged to share their ideas and specific supplementary questions extend their thinking and move learning on. This also provides opportunity for pupils to practise their speaking and listening skills in purposeful activities. The use of good quality visual aids such as the photographs used in Year 1 to stimulate pupils' interest and the quality of the presentation of annotations and written recording of findings, modelled by the teacher in Year2, makes the expectations for presenting geographical information very clear. Pupils with special educational needs are well supported by the mainly oral nature of the work in this subject but also by the consistency with which teachers involve these

pupils in all activities and the sensitive support provided by support staff. Weakness occurs where the class discussion or group activity becomes protracted and pupils' interest wanes. In each of the lessons observed, the duration of the lesson was decided by the one hour between lunch and afternoon break. This amount of time adversely affected the teaching and learning. The pupils could not sustain active involvement in learning for the whole hour. The time of one hour given to these lessons results in a decline in the pace of the lesson. Pupils' concentration and interest wanes towards the end of the lesson and the quality and amount of work that pupils produce declines compared to other parts of the lesson. When examining samples of work from junior classes the recorded work indicated that opportunities to use literacy and ICT skills were often overlooked and expectations for the presentation of work are not high enough.

103. The subject co-ordinator has only assumed responsibility for the subject this term. A useful action plan has already been drawn up and appropriately identifies the need to review the whole-school scheme of work, improve resources and develop effective assessment procedures. However, without the opportunity to monitor the quality of teaching and learning there is insufficient information on which to evaluate the quality of provision for this subject and plan for improvement in the standards of attainment and progress of all pupils. Assessment of pupils' achievements is limited and fails to give a useful picture of what each pupils knows or understands for teaches to securely plan lessons based on pupils' past learning.

HISTORY

104. The better than expected standards achieved by the time pupils are 11 are promoted by good teaching throughout junior classes and by the involvement of pupils in a range of visits, drama and practical activities that both excite their interest and promote their understanding. This shows that standards have improved in junior classes since the last inspection and by the age of 11, pupils achieve above the expected level for their age. Teachers try to ensure that not only do pupils learn facts but also begin to develop an understanding of the reasons things happened as they did. This was well illustrated in a very good lesson with the oldest pupils looking at the Ancient Egyptian ritual and practice of mummification. Not only did the teacher give the pupils plenty of factual information she also explored with them how the mummification process had evolved through experiences of sand burials and coffin burials. Pupils' interest was high and well maintained.
105. Although no lessons were observed in infant classes, scrutiny of work and planning records indicate that an appropriate programme of work is followed. Pupils are making sound progress and working at the expected level. Through looking at holidays they enjoy, and, then comparing these holidays to those enjoyed by their parents and their grandparents, pupils begin to develop an understanding of change over time. Visits from grandparents, to talk about life when they were young, extend pupils' knowledge of the past.
106. In junior classes, pupils extend their understanding of chronology and increasingly recognise that the past can be divided into periods they can study such as, Ancient Egypt, the Celts, the Romans, the Vikings, the Tudors and the Victorians. They learn about significant events in these periods and how people lived in the past. In a Year 4 lesson, pupils quickly came to realise that when the early Celts came to choose a site for a settlement the main considerations were safety and the presence of water nearby.

Year 5 pupils looking at children at school during Tudor times were surprised to find how many pupils were taught at once. Equally, because of different expectations for boys and girls they were they were amused to discover that it was boys who benefited from schooling. Teachers use a good range of primary and secondary sources and encouraged pupils to use these to unearth clues. Visits to the British Museum, Saulgrave Manor, St. Albans-Verulamium and Aylesbury museum, examination of school log-books and visitors such as The Victorians help to enthuse and interest pupils.

107. The subject management is satisfactory. The co-ordinator is knowledgeable and over the years has refined and improved the history provision. She monitors the planning to ensure continuity but has no release time to oversee the actual quality of teaching in class. There is no assessment scheme for the school as a whole as yet. The school makes very good use of library loans and the educational visits are a crucial factor in maintaining the quality of the programme of work. The history scheme does not identify occasions on which literacy, numeracy and ICT skills are to be used or systematically developed. As a result, opportunities to further use and develop these skills are not consistent between classes. Marking of pupils' work on many occasions consists of ticks with no clear guidance on how pupils can improve. The subject makes a strong contribution to spiritual, moral, social and cultural development. Pupils have a real appreciation of their cultural heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. At the time of the last inspection the need to improve the subject was a key issue, with standards for seven and 11-year-olds below those expected. Since then, good progress has been made. Standards for seven-year-olds are now close to national expectations and for 11-year-olds are above national expectations. This is as a result of good teaching, enthusiastic and knowledgeable subject leadership and good provision of resources in the computer suite.
109. By the age of seven, pupils are confident in the use of the keyboard and mouse. They show sound word processing skills and are able to change font size and colour. They know how to use specific tools to draw straight lines and geometric shapes and make skilful use of pen, brush, flood and fill tools. In a good lesson with Year 2 pupils, using the artist Mondrian as a focus, pupils were confident in using the tools, effectively creating their own pictures in the style of the artist. A good feature of the lesson was the way a lower attaining group confidently approached the task, eschewed help from the teaching assistant and had the satisfaction of producing some eye-catching pictures fully in the style of Mondrian. A programmable toy is used to develop pupils' understanding of control technology successfully.
110. By the time they are 11, pupils use a word processor well. They appreciate how to use a spellchecker and know something of its limitations. In a good lesson with Year 4 pupils, the teacher made very effective use of a prepared script that he demonstrated using the inter-active whiteboard. Pupils came to realise, through his demonstration, that the spellchecker facility does not recognise as wrong, a word spelled correctly but used in the wrong context. For example, 'Wear would you most like two go?' This was good learning for the pupils. Older pupils use computers to monitor light and temperature change, and collect and input data into a database. They print off a variety of graphs showing this information. The oldest pupils use spreadsheets to examine the financial implications of costing the Christmas Party. They prepare multi-media presentations, as

when Year 6 pupils designed their own web site on Ancient Egypt, and create programmes to control traffic light sequences.

111. All the teaching seen was good. Teachers and pupils enjoy using the computer suite, and careful planning with clear learning objectives ensures that pupils learn basic skills well. Good use of the inter-active whiteboard for teaching and demonstration purposes enthuses pupils and they work hard at tasks.
112. The recently appointed co-ordinator has good subject knowledge and is determined to continue raising standards. He is well placed to offer technical support, monitors planning and standards of work and a programme of observations of teaching is planned for next term. Good use is made of assessment information and consequently the co-ordinator has a good overview of the subject regarding strengths and areas for development. The use of ICT in supporting work across the whole curriculum is under-developed. The school acknowledges the need to develop effective provision, and use, of computers in classrooms.

MUSIC

113. It was possible to observe only one singing lesson in infant classes. This provides insufficient evidence to make overall judgements on attainment and teaching. The lessons observed in junior classes showed standard of attainment to be broadly in line with those expected at this age. Pupils make sound progress as they move through the school. This reflects the judgement recorded at the time of the previous inspection.
114. Pupils in Year 1 enjoy singing. They have a typical repertoire of songs and rhymes they sing from memory. Pupils sing enthusiastically and do so sustaining good pitch and rhythm. This was very well illustrated in their vigorous performance of 'Hound Dog', after a relatively short time learning and rehearsing. Their pleasure showed well the contribution of this subject to their spiritual, social and cultural development. Year 2 pupils showed sensitivity to the change in dynamics when singing in assembly.
115. Pupils in Year 4 show an appropriate knowledge of the groups of instruments found in an orchestra and collaborate well together to develop compositions that portray mood using un-tuned instruments. They use subject-specific vocabulary to talk about their ideas and compositions. There has been some disruption to the continuity of experience in composing, consequently Year 5 pupils have not progressed as well as long-term planning had suggested. The school is aware of this. With a review of the scheme as an item on the current action plan, the school is well placed to remedy this. Pupils in Year 6 sing maintaining good pitch without accompaniment. They confidently sing two rounds simultaneously and enjoy adding an ostinato to good effect. They work hard to improve their performance and enjoy the challenge. Pupils with learning difficulties are well supported in group singing and enjoy the pleasure of a good performance.
116. The teaching in junior classes is good overall. The lessons build on what pupils know and can already do. The lesson intentions are shared with the pupils and all the activities have a clear focus and are seen to be purposeful. For example, in both a Year 4 and a Year 6 lesson, when the lesson reached a point where the pace appeared to be declining and the task was most challenging, the pupils wanted to persevere to give their performance 'their best shot'. In both cases the pupils were rewarded by the quality of their performances. Where music sessions are arbitrarily timetabled to fill the relatively

long blocks of time sections of the lesson become protracted and pupils' interest wanes. This has a significantly limiting effect on the quality of learning and the subsequent attainment and progress of all pupils. The provision of opportunities for developing music appreciation is significantly overlooked in both infant and junior classes. This has a limiting effect on pupils' attainment in the subject and on the quality of provision for spiritual and cultural development.

117. The co-ordinator is new to the post but brings to it much enthusiasm and good subject knowledge. Already her initial action plan centres on the augmentation of resources, particularly the range of instruments, clarifying the planning to ensure pupils are continually building on prior learning and developing assessment procedures. This indicates the school is well placed to improve standards of attainment in this subject. Currently the use of information and communication technology in music is limited but with the arrival of new computers for classrooms, planned for later this term, opportunities should improve. There is a lack of both quality and quantity instruments which reduces opportunities for whole classes to experience practical musical activities all at the same time.

PHYSICAL EDUCATION

118. During the inspection only lessons involving games skills in junior classes were observed. Evidence is also drawn from planning documentation and discussions. When pupils leave the school at the age of 11, standards are broadly in line with those expected of pupils of this age. This reflects the findings of the previous inspection. By the time they leave the school at the age of 11 almost all pupils attain national expectations in swimming.
119. Pupils in a Year 3 lesson showed appropriate skills in throwing a ball to a partner. They recognised the need to adapt techniques to improve the rate of success when throwing a ball over-arm as opposed to throwing a ball under-arm. In Year 4, this skill is further enhanced in small team games and pupils are beginning to show an awareness of how their own movement and the movement of others create space. Year 5 pupils showed sound skills in pushing, dribbling and controlling a hockey ball. When practising striking techniques most were aware of the need to position themselves appropriately in relation to the ball, the target and others near them. When running at speed they used appropriate control to start and stop effectively. Year 6 pupils have appropriate skills in passing and catching a rugby ball correctly. During their lesson they successfully transferred these skills into a small team game. Pupils are aware of the need to prepare themselves for physical activity and recognise the effect strenuous activity has on their bodies. They sustain energetic activity over suitable periods of time.
120. The quality of teaching is satisfactory. Teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons, planning is good with clear learning objectives outlined, appropriate challenging tasks set, and a brisk pace maintained. Teachers encourage pupils to work with enthusiasm, enjoyment and commitment. They clearly enjoy the sessions and all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for laws and fair play. In good lessons, pupil performance is used well to demonstrate achievement, focus on good practice and encourage others to observe and evaluate

their own actions. In a Year 5 lesson, where pupils were developing their hockey skills, the teacher pointed out good practice to the pupils and analysed why particular movements were effective. This helped pupils in improving their own performance and provided lower attaining pupils with ideas they could incorporate in order to develop their own skills. However, this good practice is not consistent and pupils are not always given the opportunity to comment and evaluate upon performances. This limits both their development in physical education and their speaking and listening skills. The time allocation of one hour in some lessons is too long and as a result, the pace of the lesson slows and there is a tendency for pupils to over- practice skills in order to fill the time. The pupils could not sustain active involvement in learning for the whole hour. Pupils' concentration and interest wanes towards the end of the lesson and the quality of effort and activity that pupils do declines compared to other parts of the lesson.

121. The enthusiastic co-ordinator is new to the role but has already begun overseeing the production of an appropriate policy document, and a scheme of work that allows for the coverage of all aspects of the National Curriculum. However, the scheme is not yet fully implemented, although there is a clear action plan for this to happen. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the co-ordinators' effectiveness in gaining an overview of the subject across the school. Although this is planned the co-ordinator has very limited experience to carry out this role effectively. The provision for a number of extra-curricular activities, and the skills of visiting specialists benefits pupils learning, as does the experience gained by pupils in competing with other schools. Resources for physical education are satisfactory, although the hall is small for large classes of older pupils. Assessment of pupils is unsatisfactory. Although pupils are assessed at the end of the year in their annual report, this information is not easily accessible, especially as pupils move through the school. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons.

RELIGIOUS EDUCATION

122. The lessons observed were all in junior classes. Standards of attainment by the time pupils are seven and 11 are in line with the requirements of the Buckinghamshire Locally Agreed syllabus. Pupils make sound progress. This is similar to the judgement made at the time of the previous inspection.
123. Pupils enter Year1 with an appropriate awareness that all groups have expectations about how members will behave towards each other and that groups celebrate special events together. The scheme of work builds on this. By the end of Year 2, pupils know the stories related to Jesus' birth and those leading up to His death. They are aware of the major festivals related to these events. Pupils are aware of the stories Jesus told to teach followers about the nature of God such as the, 'Prodigal Son'. Discussions with pupils, examination of pupils' work and teachers' planning indicates that sound progress is made both in gaining knowledge of the Christian and Jewish faiths and relating what they know to their own experience. The introduction to another major faith is appropriately made through the stories at the heart of traditions such as the features of Shabbat.
124. In the junior classes pupils begin to understand that faiths have major figures and that Moses, from the time of the Exodus, is a major authority in the Jewish faith. They extend their knowledge of other faiths and learn of their founders and prophets such as Guru

Nanak. Appropriate links continue to be made between this knowledge and how it relates not just to the lives of believers but to what we can all learn from the teachings. For example, Year 6 pupils consider the consistent message of the duty of care common to most major faiths. Pupils can make comparisons between the different religions and they can discuss similarities and differences. Their opinions show respect, interest and thoughtfulness. This makes a major contribution to pupils' spiritual, moral and cultural development.

125. Overall teaching in junior classes is satisfactory. The setting of clear learning objectives is common to most lessons. This keeps a clear focus for both teacher and pupils against which progress in learning can be measured at the end of each lesson. Pupils then have an awareness of their own learning. In most lessons pupils have good opportunities to practise and extend speaking and listening skills. However, the planning of opportunities to practise reading and writing skills is often overlooked. Teachers consistently plan to support pupils with learning difficulties so that all pupils can be fully involved in the lesson. The oral nature of many lessons supports these pupils well.

The co-ordinator has recently taken up the responsibility for the quality of provision for this subject. She has appropriately identified the need to review the whole-school scheme of work. The scheme currently uses the advice of the Locally Agreed syllabus and that of the Qualification and Assessment Authority to ensure pupils have a systematic progression in the development of knowledge and understanding. Currently, there is no agreed procedure for assessing attainment and the systems for monitoring teaching and learning are at an early stage of development. This limits the information on which the co-ordinator can evaluate the quality of provision. However, a useful start has been made and whole school proposals for monitoring activities indicate that the school is well placed to improve provision and subsequently the standards pupils attain.