

INSPECTION REPORT

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

Cassington, Witney

LEA area: Oxfordshire

Unique reference number: 123194

Headteacher: Mrs A M Roisin

Reporting inspector: Mr T Richardson
16500

Dates of inspection: 20 – 22 January 2003

Inspection number: 252962

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: The Green
Cassington
Witney
Oxfordshire

Postcode: OX29 4DN

Telephone number: 01865 880443

Fax number: 01865 880443

Appropriate authority: Governing body

Name of chair of governors: Mr W Arthy

Date of previous inspection: May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16500	Mr T Richardson	Registered inspector	Mathematics; science; art; music; the foundation stage curriculum	How high are standards; How well are pupils taught; How well is the school led and managed; What should the school do to improve further
11575	Mrs C Fish	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
27058	Mrs K Cannon	Team inspector	English; information and communication technology; design and technology; geography; history; physical education; educational inclusion; special educational needs	How good are the curricular and other opportunities offered to pupils

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England school is a Voluntary Aided primary school for boys and girls aged four to eleven. There are 72 pupils on roll with slightly more boys than girls, and seven of these children are in the Reception class. The attainment of children on entry to the Reception class is broadly average. Almost all pupils are of white British origin and although a very small number of pupils have home languages other than English, they are all at an advanced stage of English acquisition. There are usually fewer than ten pupils in any year group and each of the three classes contains a mixture of ages. Four pupils are from Traveller backgrounds and the school population is relatively stable with very few pupils entering or leaving school other than at the usual times. There are fewer than average pupils with special educational needs, and pupils eligible for free school meals. Very few pupils have a Statement of Special Educational Needs and the main additional needs are for specific learning difficulties, severe learning difficulties, visual impairment and emotional and behavioural difficulties. The school is set near the church, in attractive grounds, at the centre of the community and has the village pond within its boundaries.

HOW GOOD THE SCHOOL IS

St Peter's is a good school where standards in English, mathematics and science are above average. Recent improvements in standards are being sustained and are now evident in all classes. Very good leadership from the headteacher, and the teamwork among staff, leads directly to a consistently good quality of teaching and learning. Pupils achieve well and the school provides good value for money.

What the school does well

- Standards are rising and pupils are achieving well in response to the good quality of teaching provided
- The very good leadership from the headteacher leads to good teamwork among staff and a strong shared commitment to further improvement
- Promotes a strong ethos and family atmosphere that leads to very good behaviour, attitudes and personal development for the pupils
- Makes very good provision to meet individual needs. As a result, all pupils, including those with special educational needs, higher attaining pupils, and those from travelling families, are very well provided for and show good achievement
- Has strong support from parents and the community

What could be improved

- Standards in other subjects are not yet as high as in English, mathematics and science
- Pupils could develop further awareness of the diversity of cultures that constitute modern Britain
- Standards in ICT, as pupils currently do not learn to control devices and use sensors with computers

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998. Since then it has made good improvement overall. However, until 2001 the school's improvement was lagging behind the rest of the country and it is since the appointment of the new headteacher that rapid and sustained development has taken place. The areas identified for improvement in 1998 have all been addressed effectively and, in the last two years, the school has done more than expected to improve the quality of teaching and learning, improve behaviour and raise standards. The school was identified in 2002 as the fourth most improved school in England.

STANDARDS

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

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

Key	
highest 5 per cent	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5 per cent	E*

The school has successfully stopped the decline in standards that was evident from test data between 1998 and 2001. Test results for 2002 show that the Year 6 pupils did very well but the Year 2 pupils were underachieving, especially in reading and writing. Since then, the improvement in standards for Year 6 has been sustained and is spreading to other years. Inspection shows that attainment is broadly average when children begin the Reception class. They achieve well and all the children are likely to attain or exceed the early learning goals by the time they begin Year 1. Standards in Year 2 are currently above average in English, mathematics and science and these pupils are achieving well compared to their attainment on entry to Year 1. Standards in Year 6 are also above average in English, mathematics and science, and these pupils are currently achieving well when compared with their test results when they were in Year 2. The school sets realistic and challenging targets in English and mathematics and these are based on the progress made and expected for each individual. These targets are now being met. The school is also using its detailed knowledge of each individual to make sure that all pupils, including those with special educational needs, gifted and talented pupils, and pupils from travelling families, achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are very interested in their lessons, activities and clubs.
Behaviour, in and out of classrooms	Very good. Pupils see the school rules as fair and have a clear understanding of the impact of their actions on others.
Personal development and relationships	Very good. Pupils develop very strong relationships and learn to take responsibility for others and for themselves.
Attendance	Good. There is no unauthorised absence and the same amount of authorised absence as other schools.

Younger pupils have older pupils as a partner. This is very effective as the younger pupils learn from their elders, and the older pupils act more responsibly as well. This arrangement develops into friendships that last outside of school.

TEACHING AND LEARNING

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

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

Good teaching is now evident in every class and pupils are aware of an improvement as they told inspectors they are now 'learning better' in class. English and mathematics are taught well and teachers also make sure that they teach the basic skills of literacy and numeracy well in other subjects such as science and design and technology. A particular strength is seen in the way teachers plan their lessons so that pupils in different years, and pupils of different abilities, do work that is well matched to their needs. As a result, pupils are interested in what they do and try hard to extend their knowledge and understanding. Another strength is the consistent way that teachers manage pupils' behaviour. This leads to lessons being uninterrupted and pupils respond by concentrating harder and trying to remember what they have learnt. Teachers assess what each pupil can do and use this information well to make sure that every individual receives the best deal possible in class, whatever their ability or need. Teachers work well with their assistants and the good quality of this teamwork leads to pupils being supported well in class. Good teaching is also provided by teachers and assistants for pupils in 'booster' classes who need temporary support to catch up with their peers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Literacy, numeracy and computer skills are included well in subjects other than English, mathematics and information and communication technology. Also, the school has a very wide range of clubs and very good links with the community and other schools.
Provision for pupils with special educational needs	Very good. Pupils receive support that is well matched to their individual needs and make good progress against the targets identified in their individual education plans.
Provision for pupils with English as an additional language	The very small number of pupils do not need extra provision and make progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is very good. Pupils have a lot of opportunities for considering the importance of individuality. Moral development is very good and pupils gain a clear understanding of right and wrong and fairness. Social development is very good: pupils gain maturity and care for one another. Cultural development is good, but whilst pupils are appropriately prepared for life in multi-cultural Britain, this could be more effective.
How well the school cares for its pupils	Good. Personal and academic development is monitored well and pupils feel safe, secure and happy in school.

Parents have very good views of the school and make a very good contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision and is successfully promoting teamwork and a commitment to improvement that is raising standards through a higher quality of teaching and learning.
How well the governors fulfil their responsibilities	Good. Governors work efficiently and effectively, are well informed and are helping the school to improve and raise standards.
The school's evaluation of its performance	Very good. The school and governors identify very good priorities for development and make sure that action is effective in bringing about lasting improvement.
The strategic use of resources	Good. Resources are used well to support learning and school development. The principles of best value are applied well in all decision-making and reviews of effectiveness.

The school has good staffing, accommodation and learning resources. A particular strength of leadership is the school's ethos. Individuals are valued equally and the school has a strong 'family' atmosphere that helps pupils to develop self-esteem and want to learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, become mature and responsible and gain confidence and self-esteem • Children behave well and respect one another in response to the school's family atmosphere where each individual is valued • The school provides interesting activities and good teaching. Children are expected to work hard and do their best • The school is well led and managed, is very approachable, and works closely with parents 	<ul style="list-style-type: none"> • Communication about how well their children are doing • Greater clarity about the school's provision for homework

Inspectors fully endorse all the positive views of the parents and judge that parents have very good opportunities to discuss the progress of their children with teachers. The school's expectations for homework however, could be made clearer to parents. Also, the information given each term about what pupils will be learning is insufficiently detailed to allow parents to help their children at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have risen dramatically since September 2001. The results of national tests for the pupils in Year 6 showed a steady decline each year in performance in English, mathematics and science since the last inspection to 2001. This was particularly evident in mathematics and science where pupils' results were in the lowest five per cent in the country. A new headteacher was appointed in September 2001 and immediate action was taken to raise standards. The whole staff team worked very hard to improve the quality of teaching and learning, additional 'booster' classes were provided for pupils who could be doing better, consistent behaviour management systems were introduced, and the school, rightly, focused on improving its provision in English and mathematics as a priority. As a result of this teamwork and effort, the Year 6 pupils in 2002 did very well in their national tests. In fact, the school was featured in national newspapers as the fourth most improved school in England. These test results demonstrated that the pupils' standards were well above the national average in English, and above average in mathematics and science. When the pupils' results are compared with similar schools, they are still well above this average for English and above average for mathematics and science. Test data also shows that the 2002 Year 6 pupils added value to their education and demonstrated good achievement over their previous test results when they were in Year 2.
2. The 2002 test results for the Year 2 pupils were not as good as those for Year 6. In reading and writing, the Year 2 pupils' standards were well below the national average. In mathematics, they were average. Comparison with similar schools shows that the 2002 Year 2 pupils were not doing as well as they should be. However, inspection shows that the improvement begun for Year 6 is now secure throughout the school and standards have now risen for all year groups. The current pattern of standards is as follows:
 - The attainment of children on entry to the Reception class is broadly average each year
 - By the time children enter Year 1, they are meeting successfully the early learning goals in all the defined areas of learning
 - The pupils in Year 2 are achieving well, compared to their attainment on entry, and are likely to gain test results this year that are above average in reading, writing and mathematics
 - The pupils in Years 3 to 5 are showing good achievement over their previous test results and are making good progress in their lessons
 - The current Year 6 pupils demonstrate good achievement over their previous test results and are likely to gain test results this year that are above average in English, mathematics and science
3. The school has small numbers of pupils in each year group and this means that percentage data must be treated with caution. However, inspection shows that the school is now tracking the progress made by each individual and is making sure that every pupil is doing the best they can and being challenged to achieve as much as they are able. From this data, the school is setting appropriate targets for individuals as well as for the whole school, and inspection shows that these targets are likely to be met. As a result of this individual approach, pupils with higher attainment are being given demanding tasks and suitable opportunities for the extension of their skills. Those pupils who have special educational needs are being supported effectively and are also achieving well. Pupils from travelling families are doing well, and being supported with good quality distance learning packs when away from school. Also, pupils who may need a little temporary support to help with their learning are being identified and provided with good quality additional tuition from teachers and assistants that helps them to keep up with their peers in class. Pupils, in discussion with inspectors, showed appreciation that they can have booster classes if they need to catch up and were aware that 'we are now learning better, because we listen better'.
4. As a result of the focus on improving English and mathematics, standards in these subjects are higher than in others and good attention is now given to helping pupils to improve their skills of literacy and numeracy in other subjects. For example, in science, pupils learn to use and spell

new vocabulary and also to read the information on food packaging. In design and technology, pupils estimate and use accurate measurements in their plans and constructions. In most subjects, computers are used well so that pupils improve their ICT (information and communication technology) skills as well as developing their subject knowledge. The children currently in the Reception class are likely to all attain or exceed the early learning goals in all the areas of learning. This is good achievement over their broadly average attainment on entry. In English and mathematics, standards are above average in every year group, and all pupils are achieving well compared to how they were doing in previous years. In science, standards are above average for each year group and the current Year 6 pupils, who did well in science when they were in Year 2, show satisfactory achievement over their previous test results. In all the other subjects of geography, design and technology, history, art and design, music, information and communication technology and physical education, standards in Years 2 and 6 are average. Pupils achieve satisfactorily in these subjects, with some positive exceptions. In design and technology and art, the pupils' standard of work with clay and model-making is above average. In physical education, a large number of pupils achieve well over time because they broaden their skills through attending clubs such as those for gymnastics and judo and benefit from taking part in competitive sports with other schools. In music, however, standards have declined a little since the last inspection. At that time the school had a specialist music teacher and standards were above average. Currently, the school is working hard, and with success, to keep standards at an average level without the resource of a specialist teacher. Also, the school has already identified what needs to be improved next and is now applying the good practice developed in raising standards in English and mathematics effectively to other subjects.

5. In addition to the improvements in teaching and learning, the school has a very strong ethos and a warm and welcoming family atmosphere. Pupils look after each other, and older pupils set the expectations for the younger ones to follow. These expectations now include working hard, doing your best, behaving well, and trying to remember and use what you have learnt. Pupils appreciate the rewards given in school for effort and achievement and generally want to do well. Parents are very supportive and a significant number help out in school routinely. The community values what the pupils do, and the pupils learn to value their community. These factors raise confidence and self-esteem and also motivate the pupils to do well.

Pupils' attitudes, values and personal development

6. The pupils show very positive attitudes towards school and their behaviour is also very good. Parents particularly comment on the very good behaviour of pupils. These are improvements since the last inspection. The school very effectively promotes a strong spiritual, moral and social ethos and this helps to engender the usually calm and happy atmosphere that exists. Assemblies at the start of the day help to set the right atmosphere in which the pupils can work and play. Attendance is above the national average.
7. The pupils enjoy coming to school and joining its full life, from lessons to extra-curricular activities. These very positive attitudes mean that, in most of the lessons seen, the pupils were attentive, interested and well behaved. In about one quarter of the lessons seen, the pupils' attitudes and behaviour were judged as very good; they were good or better in nearly all. The pupils showed very high levels of enthusiasm and involvement in their lessons; they enjoyed working on the tasks set and showed good levels of concentration. For example, in a Year 2 physical education lesson the pupils listened very well to the tape and followed the instructions immediately. They put in a lot of effort, working hard on the task. Very high levels of enthusiasm are also shown by the high numbers of pupils who attend the extra-curricular activities provided. This includes clubs held on Saturdays and before school, including a gymnastics club that is also attended by past pupils.
8. Behaviour at the time of the last inspection was described as good. Since then, it is reported that behaviour declined. However, that seen during the inspection was very good overall. The pupils and their parents both agree that the use of 'assertive discipline', based on praising good behaviour, has helped it improve. The pupils acknowledge that they do not always behave as well as they might, but that they try very hard and want to succeed. Teachers are very effective in their firm, but fair, management of behaviour and the pupils respond well. They are able to discuss what they

have done wrong and the effect on others, show contrition, apologise and accept the sanction placed on them. There is a very pleasing lack of any form of oppressive behaviour in school. There have been no exclusions from the school in recent years.

9. The school works very hard to develop the pupils' sense of worth and self-esteem. This is built into the ethos and work of the school. For example, a teacher at playtime noticed the good action of a young pupil offering to help an even younger pupil and commended him for his thoughtfulness. The adults in school are very good role models, showing care, consideration and respect for the pupils and each other; this has a strong influence on how the pupils work and play together and respect each other and reflects the very good provision made for spiritual development.
10. The pupils' personal development and relationships are very good. They are fully underpinned by the emphasis the school places on their moral and social development. All pupils across the whole school, from the oldest to the youngest, play very well together; the system of pairing younger pupils with older ones very effectively promotes these very good relationships, from which all parties benefit. Older pupils enjoy helping younger ones to find the page in their hymn book, and will remind them of the need to behave properly. Parents were very keen to point out that these very good relationships extend after their children have left this school and moved on. The pupils generally work well together in classes; for example, they helped each other to gain understanding in a Year 6 (Booster) mathematics lesson. Throughout the school there is a real sense of all pupils being fully included. The pupils are happy to take on responsibilities around the school, such as returning the dinner register to the office and distributing the milk to classrooms. They will sometimes use their initiative; for example, by moving a form to keep the door open until everyone has left the hall. However, the pupils are not always encouraged enough to be as independent in their learning as they could be, when, for instance, collecting their own equipment for a task.
11. Attendance at the school is good. The level is just above the average for all primary schools. The very positive side is that all absences have been authorised by the school, because it knows the reason for any child's non-attendance. Whilst many absences are due to illness and the known home circumstances of some pupils, the headteacher has noticed an increase in the number of pupils being taken on holiday during term time. Most pupils arrive at school on time and the day starts promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. At the time of the last inspection, the quality of teaching and learning was satisfactory, with about half of all lessons seen being of good quality. Since then, the national strategies for literacy and numeracy have been introduced and teachers have benefited from training in the teaching of these subjects. Following the arrival of the new headteacher in September 2001, staff have worked hard together, with commitment, to improve the quality of teaching and learning and to share good practice with each other. As a result, the quality of teaching and learning has improved and pupils' standards and achievements are rising.
13. The quality of teaching and learning is good throughout the school. There is a high degree of consistency in quality between classes, subjects and teachers. English, mathematics and science are all taught well. Also, the assistants contribute well to form a teaching team in each class that provides good quality support to the pupils. More than nine out of ten of the lessons seen during the inspection were of at least good quality, with almost a quarter of all lessons being very good. The remainder of lessons were satisfactory. Examples of very good teaching were seen from all teachers, in a variety of subjects. The strongest features in the quality of teaching are the way in which teachers plan their lessons very well to make sure that all year groups and individuals in the class are suitably challenged and extended, and the very good management of behaviour. As a result, the strongest feature in the pupils' learning is that they are very interested in what they do and concentrate very well on their lessons.
14. An example of the very good quality of lesson planning was observed in a mathematics lesson for pupils in Years 4, 5 and 6. After an initial exercise of challenging questions, each year group was

given different activities to do, all connected to angles and their measurement. The Year 4 pupils used a right angle to find other angles that were acute or obtuse; the Year 5 pupils measured angles to the nearest five degrees; the Year 6 pupils measured angles to the nearest degree; lower attaining pupils used computers to help them learn how to measure angles; and higher attaining pupils discussed the application of angle measurement in real-life situations such as architecture. In addition, each group was given very clear expectations for what they should learn. As a result, all the pupils in the class worked very hard at improving their knowledge and skill and concentrated with effort on using protractors correctly. Most of the lessons seen during the inspection contained similar levels of detailed planning and, as a result, pupils in all year groups and of all ability levels are learning at a good pace through discussion and activities that are well matched to their individual needs.

15. An example of very good behaviour management was seen in a physical education lesson for Years 3 and 4. The teacher began by clearly stating the expectations for behaviour in the hall and explained that, after a warning, anyone who misbehaved would need to 'sit-out' for a while. This procedure was then carried out for one pupil, who after a while rejoined the class and behaved well for the remainder of the lesson. This example, along with the teacher's quiet voice and purposeful looking at pupils, encouraged the others to behave well. As a result, the pupils were able to focus on their activities and on learning how to improve their body control and movements. The pupils also collaborated very well and shared ideas with each other about how to develop their physical co-ordination.
16. In other lessons that were judged to be very good, the following additional features were noted:
 - Teachers make learning fun. For example, in a dance lesson for Reception and Year 1, the teacher encouraged pupils to 'wake up' their body parts and encouraged pupils to see the humour in some of the activities they were doing. As a result, the pupils were very enthusiastic and enjoyed giving energy to their dance movements. This lesson was further enhanced by very good praise being given for good work, and this helped the pupils to know how well they were doing as well as motivating them to try even harder.
 - Teachers use methods that interest the pupils and help them to gain new understanding. For example, in a history lesson for pupils in Year 1, the pupils had brought teddy bears of varying ages from home and these were arranged in a 'time-line' from oldest to newest. This approach captivated the pupils and led them to quickly understand more about the passing of time and to be able to explain differences between past events and the present day.
17. Other good features were also noted. Pupils who attend the booster classes for mathematics and English are taken, step by step, to secure new learning through careful explanation and the patient persistence of the teacher. Younger pupils who have extra support for literacy are taught well by an assistant through having short activities at a fast pace that keep the pupils 'on their toes' and are focused on improving their phonic skills. Throughout the school, teachers make good use of assessment. They evaluate each lesson and routinely check the progress each pupil is making. The information gained is then used well to plan future lessons so that pupils continue to build on their knowledge and understanding, and any pupils experiencing difficulty are given effective support to help them move forward. Teachers also teach the basic skills of literacy, numeracy and ICT well in most subjects, and whenever opportunities arise. Pupils with special educational needs are taught well and teachers and assistants pay good attention in lessons to supporting pupils and addressing effectively the targets set in their individual education plans. Inspectors judge that there are two minor areas where the quality of teaching and learning can be further improved and these are:
 - There are occasions when teachers are talking to the whole class where assistants could be better deployed; for example, by helping the teacher with assessment by noting how well pupils do when contributing to these sessions.
 - Within the consistently good quality of teaching, there were only a few lessons that had an extra 'spark' of creativity and inspiration.

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

18. The school has an appropriate curriculum that is broad and balanced and provides a good range of learning opportunities relevant to the needs of the children. It meets statutory requirements. In addition to the core subjects of English, mathematics and science, the school provides for information and communication technology, history, geography, design technology, food technology, physical education, religious education, music and art. Personal, social and health education is taught very well through assemblies and class circle times and is an intrinsic part of school life.
19. The use of modern technology to support learning has improved since the previous inspection and, in addition to being taught as a discrete subject, computers are now used well to support learning in other curriculum areas, with evidence in the pupils' work of personal research via the Internet. The school has also planned to provide the resources to enable pupils to learn how to use computers to control devices and monitor, for example, changes in temperature, to correct a current shortfall in ICT provision. Personal and social education is very good and includes drugs awareness and sex education programmes, with input from visiting specialists from the community. The teaching of literacy and numeracy is well embedded in the whole curriculum and is effective in improving the pupils' basic skills and raising standards. The provision for pupils with special needs is very good. The school's flexibility in class grouping allows for pupils to work alongside their peers at an appropriate level. In all lessons, teachers cater for pupils with additional needs with a sensitivity which makes it difficult to identify them because they are totally included within the lesson. This good practice in educational inclusion encourages the children's social, cultural and moral development. The school also provides very well for pupils with special talents. Their work is of a good standard and pupils with a particular talent work at a higher level than their peers. The school has developed very good links with a local secondary school, which allow for pupils talented in mathematics to attend for extra tuition. In music and physical education, pupils' gains are well monitored, and parents are advised if their child would benefit from an extra degree of challenge, such as belonging to a youth orchestra or having coaching in a particular sport.
20. The school's provision for children from travelling families is very good. There are very good links with the local education service for travelling children, which ensures that the best possible opportunities are made available to pupils whilst they are absent from their base school. For example, the link adviser regularly visits the children's homes and has established good relationships with the families concerned. Parents notify the school when their children are likely to be away, and the school and the link adviser prepare a 'distance-learning package'. This is based on the length of time the child will be absent and the work is set in line with the curriculum which would have been followed, had the child been at school. The standard and range of these packages is very good, and contains record sheets which tutors of travelling children sign at the end of a lesson. Parents are very supportive in ensuring that the children do their work and attend any classes at their temporary site. In one case the parents returned early from their trip so that their child would not miss the Assessment Tests. Where necessary, the link adviser arranges for children to take their National Assessment Tests at a base near their temporary site.
21. Curriculum planning is good. Schemes of work are matched to the National Curriculum programmes of study, with good attention to the basic skills of children with additional special needs. Timetabled sessions for extra literacy and numeracy are well planned and monitored. The curriculum has improved since the last inspection, in that the plans are now based on good assessment procedures. Literacy and numeracy are also well embedded into the curriculum and are developing well in all subject areas. Also, the school has improved the range of extra-curricular activities for pupils and now offers a very good range of clubs, outings and visits. Very strong two-way links are maintained with the local community and these benefit the pupils very well in feeling valued as members of the village, and in appreciating the help and support of others. The school has developed very good links with other schools and these include wider opportunities for sporting fixtures as well as for extra academic tuition.
22. In combination with the school's behaviour policy and the good quality of teaching, the curriculum is used well to promote good behaviour. Provision for the pupils' spiritual, moral, social and cultural education is built into all subject areas and is very good overall.

23. The provision for spiritual development is very good. Pupils are encouraged to participate in assemblies, such as when reading their own stories about making a difficult journey and relating them to the writing of John Bunyan and Terry Waite, Spirituality is also encouraged through school dramatic productions, which the pupils write and perform. They have a good awareness of the feelings and emotions of others and are kind and sensitive towards each other. There is a very good 'friends' system which pairs older pupils with new admissions, thus making their transition into school life comfortable and welcoming. This is further encouraged by the warm family ethos of the whole school. There is no racism or bullying evident in the school. Older pupils also accept responsibility for everyday tasks such as organising the hymnbooks and music for assembly.
24. The school promotes very good moral and social awareness, with staff setting good role models. This is further encouraged through the school's personal, social and health programme and the very good links with the community. The pupils respond very well to the high expectations of good behaviour, and take care when using school equipment. They are polite and friendly towards visitors and take pride when talking about their work or the school in general. Opportunities for social interaction at break-times and before and after school are very good. The wide range of clubs which enrich the curriculum are very well attended. For example, 26 children aged between 8 and 11 regularly attend the pre-school gymnastics group, four of these being former pupils. Sporting activities and a Saturday drama school are also well attended. The curriculum is also enhanced by off-site visits and an annual residential trip, which further support the pupils' personal and social development. There are very good links with the local church and the wider community, and local people regularly attend and sometimes participate in school dramatic productions.
25. Cultural development is good and is promoted well through art and music and also by guest visitors such as visiting artists, musicians and storytellers. History encourages pupils to consider ancient and modern cultures, such as when they examine Greek artefacts or compare old and new artefacts. However, although there are good examples of developing the pupils' cultural awareness, such as collecting for Romanian orphans, these tend to be about cultures that are remote from Cassington. The school has appropriate procedures for the pupils to develop an appreciation of the diversity of cultures that constitute modern Britain. However, there is still more to be done in helping the pupils to value differences and to be better prepared for day-to-day life in a multi-cultural environment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. The school tries hard to create a positive atmosphere in which all can work and play happily and purposefully; in this it is very successful. The ethos of the school promotes the pupils' self-esteem. This, together with the good or very good policies and procedures in place to promote and monitor behaviour and personal development, help to create the right atmosphere for learning.
27. The school has good procedures for child protection. The headteacher ensures that all staff are aware of the procedures, but she wants more training to refresh everyone's knowledge. The school's policies and procedures for ensuring the health, safety and welfare of its pupils are very good. They cover a wide range of appropriate occasions and eventualities. Accidents are well recorded and parents are notified if their child has had an accident. Supervision is good throughout the school day. Risk assessment is carried out for activities when needed. Registers are marked correctly and it is easy to see who is on site. However, attendance registers are kept in the classroom. The school needs to review this practice because of the time it would take for them to be gathered up in the event of an evacuation. The attendance of every child is monitored individually and where support is needed from outside agencies this is obtained. The school is sensitive to the individual needs of sections of the school community, such as travelling families, in regard to attendance. Parents are generally very good at informing the school of any absences and obtaining permission in good time for holidays during the school term.
28. The school has very good systems and policies to promote and monitor good behaviour and eliminate any form of harassment or discrimination. The introduction of a system of 'assertive discipline', in which good behaviour is praised, has been implemented very well. As a result, behaviour has improved and is still improving. This is because staff are consistent in the way it is

applied and the pupils are very aware of the rewards and sanctions. Parents appreciate the new system, and the resultant improvement in behaviour. On the very rare occasion of any incidents of misbehaviour or any form of harassment or discrimination, swift action is taken and appropriate records kept.

29. Procedures for monitoring and recording the children's academic gains are good overall. The reading, spelling and comprehension skills of all children are assessed on their admission to the school. From this initial assessment, pupils are monitored both individually and as part of their year group on a regular basis, and this also helps to identify those with additional learning needs and highlights higher attaining pupils. In Year 6, children approaching national assessment tests are closely monitored for weaknesses in their knowledge and understanding of mathematics and English. Where necessary, some pupils receive booster lessons in these subjects and the results for 2002 indicate that this system has significantly improved attainment. In all years, pupils' attainments are matched against the National Curriculum levels for each subject. This information is used to inform lesson planning, and, where relevant, individual education plans for pupils with special educational needs. It is also used to highlight areas of the curriculum which need closer attention and development. The quality of marking is good, and teachers make positive and encouraging comments, which motivate the pupils to do more. The school's system of target setting further supports individual progress, and the pupils know their own targets and what they must do to reach these.
30. Pupils' personal development is very well promoted. The family atmosphere in school promotes very well care, concern and respect for others. Where opportunities arise in lessons, the teachers are quick to capitalise on them to develop pupils' social and moral skills. The staff know the pupils very well. Thus, although personal development is not always formally recorded, its tracking is very good. This is evident from the very good level of detail about personal development in the annual report sent to parents. The effects of lessons relating to personal development (such as 'circle time') are also evaluated by individual teachers. All adults in school seek to do the very best for the pupils and are alert to any ways in which they can be supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The parents have very positive views of the school and it enjoys the confidence of all sections of the communities from which its pupils are drawn. More than half of the parents replied to the questionnaire and many attended the meeting with inspectors. Parents show particular confidence in the personal development of their children - their behaviour, assurance, maturity and friendliness. Parents also feel that the teaching is good and are full of praise for the interesting activities provided outside the classroom - these range from lace-making to hockey. A particular aspect parents are confident about is the key area of management. This, together with the approachability of the school and the close working relationship with parents, is particularly good in ensuring good relations. The only areas in which relatively high proportions felt any concern centre around a lack of clear communication - about homework and how their children are doing. Inspection findings are that the expectations for homework could be set out more clearly and more detail could be given to parents. Inspectors also find that the school could do more to share with parents the good assessment information it has on how their children are doing.
32. Overall, the quality of information for parents is good. General and more specific information is helpful and not over-burdensome. Many parents receive it by e-mail. The school prospectus and the governors' report to parents are attractive and detailed, giving a good flavour of the school. Reports give good details about how the pupils are doing and in English, mathematics and science suggestions of how the pupils could improve are made. Parents have very good, flexible opportunities to talk with class teachers face-to-face, often in great detail, but not all parents make as much use of these meetings as they could. The school is looking to promote these meetings further. Teachers are also available to talk to parents at the start and end of the school day about any immediate problems or concerns. Information for parents about what their children will be learning over the term could be more detailed. For example, the school supplies information with jargon that teachers understand, such as, 'NNS Y3' (meaning 'the pupils will be following the National Numeracy Strategy for their year') but this is not sufficiently informative about what the

pupils will be studying. Parents are sometimes invited to assemblies so they can see the work of the school at first hand.

33. Parents make a very good contribution to the school and their work has a very positive impact on their children's learning. Most parents support their children's homework and many take the opportunity to see what their child is doing when they bring them into school. The St Peter's School Association raises valuable sums of money for the school, and also has a wider role in organising social events that bring the school and the local community together. Many parents come in to school and help; this support is welcomed and valued by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The headteacher provides very good leadership for improving the school and raising standards. She began in September 2001 and realised that action had to be taken to stop the decline in school performance and to make sure that every pupil was giving of their best. Very good priorities were established of improving the quality of teaching and learning; making sure that behaviour management was consistent; and raising standards in English and mathematics, first for Year 6, and then for other year groups. This work has been implemented very well and its effectiveness is already evident throughout the school. The headteacher has a very clear vision for the school and high expectations for all. This is communicated very well, and is a feature of the school's recent improvement is that staff, governors and parents all demonstrate a strong commitment to the school and its future.
35. To raise the quality of teaching and learning, the headteacher monitors lessons very well and provides feedback to teachers that builds on their strengths and helps them to share good practice. In addition, teachers' plans are routinely examined and very good guidance is given that ensures the accuracy and consistency of the assessment of pupils' attainments. The outcome of this work is seen in the good quality of teaching and learning that is evident in every class on almost every occasion. To improve behaviour, training has been provided in the assertive management of any difficulty. Each class sets rules that the pupils consider to be fair and teachers have worked together with success, so that they are now consistent in their application of rewards and sanctions. As a result, pupils are clear that behaviour in school is better and they enjoy learning in lessons without interruption from others. Standards in English and mathematics have been raised by teachers being made more aware of what pupils can do and, initially, through the provision of booster classes for pupils in Year 6 who needed additional support. Continued focus on the pupils and how well they are learning is now motivating staff to apply their improved teaching skills in all lessons, and standards in other year groups and in other subjects are rising too as a result.
36. Further school improvement is very well planned with a three-year strategic development plan and individual action plans for addressing the main priorities in each subject. In addition, accurate and challenging performance targets are now set and the evidence to date shows that the school is very successful in taking action, implementing its plans and in meeting its targets. The provision for special educational needs is co-ordinated well and the co-ordinators for English and mathematics provide very good leadership for their colleagues. The headteacher has also identified that subject co-ordinators are now in a position to take more responsibility for raising standards in other subjects and plans are already underway for teachers to observe and support one another in the teaching of these subjects.
37. The school is supported effectively in its work by a governing body of good quality. Governors work well through their committees, and in their full meetings, to keep an accurate view of what the school does well and what it is doing to improve. They fulfil their statutory functions well and hold the school to account for its standards. Governors also monitor the school's budget well and exercise the principles of best value well through, for example, evaluating the investment in professional development and computer software in mathematics against the improved standards for pupils. Governors often visit the school and are kept well informed through their own discussions with staff, parents and pupils as well as the headteacher's reports and presentations from staff. Before the inspection, governors and parents presented the opinion that a strong feature

of school leadership was that 'things get done'. Inspection shows that this is the case and that the priorities for improvement are clearly linked to providing each pupil with the best deal possible. As a result, the school community now has higher expectations and there is a very strong shared commitment for improvement.

38. The school benefits from good management. The office is efficient and day-to-day operations run smoothly. Good use is made of new technology to streamline and refine routine activities and parents comment that they like receiving information and newsletters by electronic mail. The school's budget is managed well and additional grants are used effectively for the appropriate purposes. Currently, a higher than usual amount is being carried forward. This is prudent and is to maintain current staffing levels during a temporary period of fewer pupils than usual. Good quality performance management systems are in place and all staff benefit from being able to attend courses relevant to their work and personal interests. The school is well staffed and has a good quantity and quality of resources for teaching and learning. The buildings are well looked after and cleaned well. Also, the new classroom is of good quality and the learning environment is further enhanced by the school grounds and access to the village pond.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. To further develop and improve the school, the headteacher, staff and governors should now:

- Continue the good work to raise standards in English, mathematics and science and implement the priorities already planned, for raising standards in all other subjects (paragraph 4)*
- Ensure pupils are more effectively prepared for life in multi-cultural Britain (paragraph 25)
- Make sure that pupils learn to control devices and use sensors with computers (paragraphs 19 and 79)*

*already included in the school's development plan

The school should also consider improving the minor issues raised in paragraphs 17, 27 and 32 to:

- Deploy assistants more effectively when teachers are talking to the whole class
- Communicate more effectively with parents about homework and what pupils will be learning each term
- Make sure registers are returned to the office after registration

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	2	0	0	0
Percentage	0	23	69	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	72
Number of full-time pupils known to be eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils with special educational needs	N/A	8

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	8	13
Percentage of pupils at NC level 2 or above	School	79 (75)	57 (75)	93 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	9	9	12
Percentage of pupils at NC level 2 or above	School	64 (75)	64 (88)	86 (75)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Specific details for boys and girls are omitted as there are fewer than ten boys or girls in Year 2.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	16	20
Percentage of pupils at NC level 4 or above	School	80 (55)	80 (27)	100 (55)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	85 (64)	85 (64)	85 (64)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Specific details for boys and girls are omitted as there are fewer than ten boys in Year 6.

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	70	0	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	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	70

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	233,552
Total expenditure	216,058
Expenditure per pupil	2,667
Balance brought forward from previous year	10,353
Balance carried forward to next year	27,847

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
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	72
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	35	51	5	5	5
Behaviour in the school is good.	35	58	5	0	2
My child gets the right amount of work to do at home.	26	42	23	5	5
The teaching is good.	49	44	0	0	7
I am kept well informed about how my child is getting on.	33	49	7	5	2
I would feel comfortable about approaching the school with questions or a problem.	74	21	5	0	0
The school expects my child to work hard and achieve his or her best.	35	56	2	0	7
The school works closely with parents.	40	51	9	0	0
The school is well led and managed.	51	40	0	0	9
The school is helping my child become mature and responsible.	44	51	0	0	5
The school provides an interesting range of activities outside lessons.	74	21	2	0	2

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

40. Children are admitted into the Reception class at the start of the term in which they will be five. They attend part time to begin with, and become full time after their third week in school. At the time of the inspection, two children had been in Reception for one term and another five children were in their third week in school. Children are taught in the same class as pupils in Year 1, and are joined by pupils in Year 2 every afternoon as well. The good foundation stage curriculum follows the nationally-recommended guidance, with children developing their communication, language and literacy skills while Year 1 pupils have literacy lessons, and similarly focusing on their mathematics skills while Year 1 pupils have numeracy. In addition, children have sufficient opportunity to choose activities and learn appropriately through play, both during these lessons, and at other times in the day. Baseline assessment shows that, most years, the attainment of children on entry to the Reception class is broadly average. The quality of teaching from teachers and their assistants is consistently good and children achieve well so that, by the time they enter Year 1, all the children either attain or exceed the early learning goals in all areas of their development.

Personal, social and emotional development

41. Children settle quickly into school life and routines. Good quality links are made with the play-group on site and children usually know one another well and have visited the classroom and met their teachers on numerous occasions before beginning school. Each child is given an older partner who has responsibility for helping the younger child adjust to school life. For example, children sit in assembly with their partners and quickly learn how to behave, as well as receiving help in finding the right hymn in their books! These partnerships are applied at break and lunch times and are very effective in helping the children to learn from the good example of their elders. Children enjoy the good relationships they have with their teachers and feel comfortable, happy and secure in school. In class, they interact well with one another at drink time and co-operate readily in setting out and clearing away equipment as well as being keen to take part in activities. In particular, children negotiate their games well with one another to sort out, for example, who should take what role in imaginative play in the pretend hospital.

Communication, language and literacy

42. Children quickly gain confidence to communicate with their teachers and each other. Teachers value what children have to say and praise them for their attempts at writing and reading. As a result, children try hard to develop and extend their basic literacy skills. They stand up, face the rest of the class and tell their news with clarity, using simple sentences in the appropriate sequence. They respond well to the questions their teachers ask and quickly include new vocabulary and more complex sentence structure in their replies. Children enjoy looking at books and know that writing is used to convey meaning. In class activities, children write their names and copy words from the board, using recognisable letter shapes and spaces between words. Throughout the school day there is a strong emphasis on children extending their literacy and language skills and, as a result, the children make good progress and are soon able to do work at a standard similar to that usually expected in Year 1.

Mathematical development

43. Teachers provide every opportunity for pupils to count, compare, sort and match to develop their number skills. Children also benefit from looking at numbers with the older pupils in the class. For example, in one lesson, the children joined in with the others counting to 50 and were pleased to show the older ones how well they could recognise numerals to 10 and count on one more than the number given. As a result, all of the Reception children are already meeting the early learning goals for mathematics and enjoy consolidating their skills through, for example, counting backwards as well as forwards.

Knowledge and understanding of the world

44. From the limited evidence gathered during the inspection, children achieve as well in this area of learning as in all the others. They know their way around the village and the school and use computers with appropriate skills. The children's imaginative play shows that they have a good understanding of how hospitals function and the various roles of those who work within them. Children also show good skills of investigation; for example, one child systematically tried observing different materials through a kaleidoscope and noted how this affected the patterns made.

Physical development

45. Children have fine physical control as expected for their age. They handle pencils well and control their movements effectively to form letters correctly. They were a little unsure at first in a physical education lesson with the older pupils, but soon settled and followed instructions well, giving a lot of effort to stretching and controlling their large movements. In all areas of their physical development, children are in line to attain the early learning goals by the time they enter Year 1.

Creative development

46. Children draw and paint recognisable figures and add appropriate features and colours with care. They play imaginatively and creatively, devising games with each other and extending their ideas effectively. Children sing with reasonable melodic accuracy and have a sufficient repertoire of songs. It is likely that all the children will meet the early learning goals for creative development by the time they enter Year 1.

ENGLISH

47. The school's provision for English is good. The 2002 national tests show that the Year 2 pupils' standards were well below average. However, inspection shows that this trend has been reversed and that pupils in Year 2 are now performing in class at an above average standard and achieving well. Inspection of standards in Year 1 confirms that, overall, standards in Years 1 and 2 have risen and are likely to remain at either average, or above average levels. By the end of Year 2, most children write legible words and simple sentences and are beginning to use joined writing. All pupils have developed good reading and word recognition skills and the majority read well for their age.
48. By the end of Year 6, standards are above average. The national tests in 2002 showed a remarkable improvement on previous years and pupils attained results that were well above the national average, and well above the average for similar schools. These pupils also showed very good achievement over their test results at the end of Year 2. Inspection shows that improvement is being sustained and the current Year 6 pupils are achieving well, and are likely to gain test results this year that are at least above average. Pupils have well-developed speaking and listening skills, and they engage with increasing confidence in question and answer sessions. They read to a good level of fluency and have a clear understanding of the text. Spelling and writing skills are effectively developed and the majority of pupils create simple and complex sentences in stories, poems and factual report writing. They use ink for their handwriting and, by the end of Year 5, most pupils have developed an individual writing style.
49. By the end of Year 2, pupils participate with enthusiasm and interest in question and answer sessions, and demonstrate a good range of comprehension skills. A small number of higher attaining pupils express themselves very well, and show good debating and questioning skills. For example, they address their peers with confidence about the past life of their teddy bear and respond well to the questions that others ask in history. By the end of Year 6, the pupils discuss and describe storybook characters with genuine interest, which indicates their improving comprehension skills. For example, they discuss the stories they read and estimate what could

happen as the plot unfolds. They engage well in everyday conversations and express their personal likes and dislikes well, using their improving vocabulary skills with increasing confidence.

50. The pupils in Years 1 and 2 follow a commercial reading scheme on a daily basis. The highest attaining pupils read with a fair degree of accuracy and fluency. They identify the tasks completed by the author and illustrator and a minority are using punctuation to guide their expression when reading aloud. However, some lower attaining pupils are still hesitant, and take time to understand fully the meanings of the plot. Pupils in Years 3 to 5 continue to follow commercial reading schemes and there is evidence in the teachers' records to indicate that they make good gains in their reading abilities as they rise through the school. For example, some lower attaining pupils in Year 3 have poor phonic skills and read slowly and hesitantly, relying heavily on classroom support assistants. By the time they reach Year 6, their reading ages are above national averages, and most children are independent readers with good reading habits. Several make good use of their local library and are regular readers at home. Higher attaining pupils read aloud with confidence, modulating their voices to express exclamations and questions from the text, and pausing appropriately at full stops and commas.
51. By the end of Year 2, most pupils are developing their handwriting skills well and are writing in joined letters. The majority form legible letters and words, and are beginning to achieve an even style. Most pupils also show an understanding of the correct use of capital letters, full stops and paragraphing. Pupils practise their handwriting skills effectively in Years 3 to 6 and show good achievement over time. In Year 6, most pupils use fountain pens to write legible answers to questions on specific texts. They express themselves well through creative stories and higher attaining pupils develop good letter-writing skills. Their powers of description improve as they use a range of adjectives, such as when writing a report on a pantomime visit. Handwriting and comprehension skills are further reinforced through the school's expectation that children should write poems and plays, such as for the Christmas performance for parents.
52. Since the last inspection, good improvement has taken place in the subject. However, the impact of this work has only begun to show since 2001. The quality of teaching has improved from satisfactory to good; standards are rising, and are likely to remain high. Teachers have worked hard to implement the National Literacy Strategy and have improved the quality of their planning to meet individual needs as well as improving the curriculum provided. In particular, expectations for what pupils can do have improved and these are supported by accurate assessments of what pupils can already do. Booster classes have been introduced, and these are effective in helping pupils in Year 6 reach higher levels as well as helping pupils in Year 1 to gain improved phonic skills. In addition, opportunities for developing literacy skills are now used well in other subjects. For example, pupils work at improving their reasoning skills and vocabulary in science as well as improving their handwriting in subjects such as history.
53. In all years, the quality of teaching and learning is good, and this leads directly to the improvement in standards. Lessons are well planned and structured in line with the National Literacy Strategy. The good balance of whole-class teaching and group or individual work is well organised and teachers make sure that pupils of all year groups and all abilities are catered for equally well in lessons. For example, lower attaining pupils work with adult support on phonics or worksheets appropriate to their ability, whilst higher attaining pupils work independently on harder tasks with minimal but appropriate supervision. Teachers have high expectations and pupils are well stretched by the level of work provided. For example, within a class, a group may consist of pupils with different ages but with similar ability levels so that everyone completes the same work topic at the appropriate ability level. The pupils respond with positive enthusiasm, and classroom relationships are good. Well-paced and focused question and answer sessions from teachers encourage pupils' vocabulary development by challenging them to describe characters, events and settings from the plot, which provides good opportunities for work on synonyms and antonyms. Computers are used well to support learning, and pupils re-draft their hand written stories and reports. Classroom assistants provide valuable support to children during group activities, but are not always well deployed as effectively as they could be during whole-class and oral sessions. Staff have a good knowledge of their children and keep efficient records of their attainments, using this information effectively for planning future lessons.

54. The subject is well led, and there is a good commitment from staff to working together to further raise standards. The policy and schemes of work are well planned and fully implemented, and the provision is monitored through analysis of the teachers' lesson plans and through the headteacher's lesson observations. Staff are knowledgeable and well trained in applying the National Literacy Strategy. The accommodation and resources are good, and there is a good range of quality literature and textbooks. Resources are further supported by visiting drama professionals and off-site visits to local theatres.

MATHEMATICS

55. Throughout the school, the pupils' standards in mathematics are above average. Pupils of all ages and abilities are suitably challenged and extended so that they show good achievement over their time in school. Pupils' performance in the subject has been improving since the year 2000 and this is because the school has implemented the National Numeracy Strategy well and teachers have improved their skills, so that good quality teaching and learning is now provided consistently in all classes. In previous years, the pupils' national test results were often well below the national average. However, the improvement since 2000 is demonstrated in the test results of the Year 6 pupils in 2002, which were above the national average, and also above the average for similar schools. Inspection shows that this improvement is being sustained and that pupils in Years 2 and 6 have the potential to attain above average test results later in the year.
56. Children usually start school with average levels of attainment. Currently, most of the Year 2 pupils are already working at Level 2 (the expectation for their age) and are making good progress in their lessons. Most of the Year 6 pupils are also making good progress in class and working within, or near to, Level 4 (the expectation for eleven year olds) and a minority are already showing knowledge and understanding within the higher Level 5. Comparison of these standards with the school's assessment and test results from when the pupils were younger shows good achievement over time, and demonstrates that the school is adding value to pupils' mathematical development.
57. Pupils in Year 1 are confident to count above 50 and can find one more or one less than numbers to 20 with ease. Higher attaining pupils can find ten more than a number and correctly identify the tens and units in two digit numbers. In Year 2, pupils use their knowledge of the numbers that make ten when added together to realise that, by doubling these numbers, they can find the combinations that make 20. Higher attaining pupils go further and, with the pupils in Year 3, use their number skills to calculate mentally, with speed and accuracy, the combinations of numbers that can make 100. The Year 4 pupils work confidently with three digit numbers and have a secure knowledge of the main fractions and how to produce block graphs and interpret the information they contain. Higher attaining pupils in Year 4 place numbers with two decimal places in the correct sequence and use right angles to check whether other angles are acute or obtuse. In Year 5, pupils measure angles with a protractor to the nearest five degrees and the Year 6 pupils work with greater accuracy to within one degree. Higher attaining pupils in Year 6 also discuss confidently the need for accuracy of measurement and appreciate how their mathematical skills can be applied to real-life situations. Most Year 6 pupils work confidently to three decimal places and clearly understand the link between fractions, decimals and percentages. Pupils who receive 'booster' tuition practise their skills and come to understand how to apply their existing knowledge to new mathematical situations.
58. Since the last inspection, good improvement has taken place. The school has implemented the National Numeracy Strategy and staff have received good benefit from attending appropriate training. There has also been a lot of teamwork and sharing of good practice between staff so that teachers' skills, for example in using computers to support mathematical development, have improved. The subject co-ordinator is a leading teacher of mathematics and has clearly helped to establish a consistently high expectation for what pupils can do. Teachers have developed good systems for assessing how well each pupil is doing and use these effectively to help pupils do even better. In addition, higher attaining pupils are now able to attend a local secondary school (after the end of the school day) for lessons with pupils of similar ability from other schools.

Teachers now include numeracy effectively in other subjects with pupils learning, for example, how to use measurements in their designs and be more accurate in their scientific observations. A recent investment has been made in computer software designed to further help individual pupils to practise and improve their mathematical skills. This is being used well and pupils are enjoying the challenge it provides.

59. The quality of teaching and learning is good, with particular strengths in the way teachers plan and carry out their lessons to make sure that pupils of all ages and abilities are catered for. At the start of lessons, teachers ask questions and set challenges that are well matched to the different ages in the class. For example, when discussing 'number bonds', progressively harder questions and larger numbers were used depending on each pupil's ability or whether they were in Year 2, 3 or 4. As a result, each group of pupils responded to the challenge provided and concentrated hard on finding the answers. Also, younger pupils tried to solve the harder questions and learn more for themselves. Teachers set different tasks for the pupils and organise their lessons well so that appropriate attention can be given to each year group. For example, in a lesson for Year 1 and Reception children, the learning support assistant worked with the Reception children who were using cubes to show the numbers from six down to one. At the same time, the teacher worked with some of the Year 1 pupils at counting down from 18 to zero and then set them working independently so that attention could be given to another group who were sorting numbers into tens and units. As a result, each group knew what they had to do and worked hard in response to the guidance and praise they received. Where examples of very good teaching were observed, the following features were noted:
- Teachers present work at a fast pace and at increasing levels of difficulty. For example, in a lesson for pupils in Years 4, 5 and 6, the teacher quickly dictated numbers such as 0.09, 0.9, 0.29, to be placed in correct sequence, and made sure that each task was clearly more difficult than the one before. This led to all the pupils showing great enjoyment at each challenge and giving their utmost to getting the answer right.
 - Teachers talk confidently and naturally about mathematics, using the correct vocabulary. As a result, pupils are motivated to learn more about mathematics and enjoy learning to understand and control numbers.
 - Teachers make very good use of assessment. For example, in a lesson for pupils in Years 2, 3 and 4, the teacher noted from their answers what pupils could already do and quickly asked harder questions to extend pupils' knowledge. As a result, pupils showed confidence in exploring different ways of working out their answers. In the same lesson, the teacher also assessed that one pupil had gained sufficient skill to be moved into another group to work at a higher level.
60. The curriculum provided is of good quality, with the guidance of the National Numeracy Strategy supplemented well with computer-assisted learning. The organisation of pupils into class groups is effective and younger pupils gain benefit from seeing what they will be expected to do when they are older, and also trying to do some of the higher level work already for themselves. The subject is very well led, and the co-ordinator has a very clear view of how successful the work to raise standards has been, and what needs to be done to ensure continued success.

SCIENCE

61. The results of national tests and teachers' assessments in 2002 show that the pupils in Year 2 were close to the national average, and the Year 6 pupils' results were above average. Those Year 6 pupils also demonstrated good achievement over their test scores at the end of Year 2. The school's test results in science were also above the average for similar schools. From 1998 to 2001, the Year 6 pupils' test results were in decline and other pupils in the rest of the country were doing much better than those at St Peter's. However, since 2001, significant improvements have taken place and the dramatic upturn in test results is being sustained. Inspection shows that the pupils currently in Year 2 are making good progress in their lessons and all of them are likely to attain Level 2 by the end of the school year. Pupils with higher attainment are already working within the higher Level 3 and the standards, overall, for the Year 2 pupils are above average. This is a good achievement over their time in Years 1 and 2. All the pupils currently in Year 6 are already working within Level 4 (the average for their age) and higher attaining pupils are understanding

science at the higher Level 5. Overall, these standards are above average. The Year 6 pupils did well in their national tests at the end of Year 2 and are currently showing satisfactory achievement over their time in Years 3 to 6.

62. Pupils in Year 1 know the correct names for major body parts and discuss similarities and differences between humans and animals. In Year 2, pupils know the materials needed to make a house and understand that electricity is carried in a circuit from a power source to light a bulb. They know we need food and water to sustain life and higher attaining pupils are aware that trees can aid life conditions by using carbon dioxide and providing oxygen. The work in pupils' books shows that they carry out controlled experiments to test a range of different materials that could be used to make a tent to 'keep teddy dry', and record their observations effectively. In a lesson observed, the Year 2 pupils demonstrated a good understanding of foods that could be described as healthy or unhealthy. Pupils in Year 6 understand differences in scale on Newton meters and use them to carry out effective experiments to see the difference between the mass of a brick in air or water. They know how to make a test fair and show an appropriate understanding of forces. Higher attaining pupils in Year 6 show a clear understanding of the impact of gravity on other forces and can describe in fine detail how experiments should be set up. During a lesson observed, all the pupils in Year 6 demonstrated a clear understanding of the relationship between the sun, moon and earth and could explain accurately the implications on time, temperature and seasons of the different orbits concerned.
63. Since the last inspection, good improvement has taken place, although the impact of this has only become apparent in test results since 2001. An appropriate scheme of work has been produced that teachers now use effectively to plan their lessons and make sure pupils don't unnecessarily repeat topics over their time in school. Training and co-operation between teachers has led to improved consistency in the quality of teaching and pupils have been motivated by events such as a practical science day for each class. In addition, arrangements have been made for the Year 2 pupils to have science lessons separate from others in Reception and Year 1 and this is helping them to work at a higher level. These factors, along with general improvements in the quality of teaching and learning in school, account for the upturn in standards since 2001.
64. The quality of teaching and learning is good throughout the school. Teachers plan their lessons well and set good expectations for the pupils. For example, in a lesson for pupils in Years 5 and 6, the teacher emphasised that the Year 5 pupils needed to remember the facts they were learning as the topic on the Earth in Space would not be repeated in Year 6. This made the Year 5 pupils concentrate hard and give more effort to understanding and retaining their knowledge. Teachers also use a good range of methods in lessons that interest the pupils and focus their attention well. For example, in a lesson observed for pupils in Reception and Year 1, the teacher used a diagram with 'velcro' labels so that pupils could more easily attach labels to body parts. In Year 6, the teacher demonstrated relevant orbits using an effective model of the sun, moon and earth and this led the pupils to stay on task and ask interesting questions that further extended their knowledge. In another lesson in Year 2, the teacher produced shopping bags with real food items for the pupils to sort. This led to interesting discussions about how healthy each item may be and also further led the pupils to consider the list of ingredients for each one before making a decision. The work in pupils' books shows that teachers include an appropriate emphasis on developing numeracy skills through pupils entering data, interpreting graphs and measuring with increasing accuracy. Teachers also help pupils by providing them with pre-printed tables for results of observations so that pupils can concentrate on developing their scientific research rather than spending time in unnecessary drawing and writing. The subject is used well for extending pupils' literacy skills and there is a good focus in all lessons on making sure that everyone uses the correct vocabulary, and knows how to spell the words concerned.

65. The subject is appropriately co-ordinated and good plans have been made to develop the provision further. These plans are due to begin soon and include:
- Classroom observation and support for all teachers from the subject co-ordinator
 - Making sure that all teachers are consistent and accurate in their use of assessment
 - Extending the curriculum to make more use of computers
 - Helping teachers to further develop their own scientific knowledge and understanding

ART AND DESIGN

66. Throughout the school, standards are average. However, the work of pupils in modelling, especially with clay, is above average and Years 2 and 3, for example, have made good quality busts in a Greek style and pupils in Years 5 and 6 have produced clay figures with good proportion and scale. Pupils use an appropriate range of media to make effective collages and teachers display pupils' work well so that it looks attractive and valued. Computers are used well to create interesting visual forms and the pupils in Year 6 have made representations of imaginative 'alien' landscapes and printed them for others to see.
67. Since the last inspection, satisfactory improvement has taken place in the subject. The most significant development has been the whole-school project to make a mosaic for a wall in a playground courtyard. This involved every pupil and a number of parents, and the whole project was carried out very well to include many of the children's original designs, as well as including them fully in the manufacture. As a result, pupils feel ownership of the finished product and gained self-esteem, confidence and improved social development during the project. They also made an effective study of other mosaics and used these well to influence their initial designs. An appropriate scheme of work has been introduced and teachers plan activities so that pupils experience a sufficient range of techniques and topics over time. However, other aspects of the subject are in need of development and insufficient emphasis is currently given to routinely using the work of other artists to influence the pupils, and not enough emphasis is given to helping pupils systematically develop and extend their artistic skills and techniques.
68. Too few lessons were seen to make an overall judgement on the quality of teaching and learning. However, in a lesson observed for pupils in Years 3 and 4, the pupils demonstrated appropriate brush technique and colour mixing skills and enjoyed trying to match exactly the tone of the leaf they had gathered. The teacher introduced this lesson well by using a range of green objects and asking pupils to describe what is 'green'. This led the pupils to reflect deeply on how they had learnt their colours and the impact this may have on someone with colour blindness. As a result, the pupils were motivated to try to improve their colour mixing, even though they took a long time to prepare their equipment. The subject is appropriately led and the school has identified that improvements can be made.

DESIGN AND TECHNOLOGY

69. Standards in design and technology are average throughout the school. However, a small number of pupils have above average attainment. By the end of Year 2, pupils achieve satisfactorily, as all the pupils usually reach at least average standards. They examine textiles by comparing different fabrics and identifying which have tight or loose weaves. Pupils record their work by mounting fabric samples onto card with an annotated description. Higher attaining pupils use a wider range of fabrics than their peers. Much of their work is linked effectively to other subject areas, such as when pupils make clay busts or pots in the style of the ancient Greeks. In Years 3 to 6, pupils continue to achieve as expected, with most pupils reaching average standards and also having some examples of work at a higher level. In Year 4, pupils design and create woven abstract pictures. They use a hacksaw and block hook accurately, paying good attention to their personal safety, when making frames for their completed work. Pupils throughout the school had previously designed clocks, two of which were constructed for use in the school. Pupils record their work well, for example in food technology, they work in groups to plan and prepare a two-course meal. They use computers to create menu cards and invitations to dine, and photographic evidence records the enjoyment of their meals by their families and friends in the community.

70. The quality of teaching is good. Lessons are fun and imaginative, and this helps the pupils to develop enthusiasm for their learning. There is also a strong emphasis on developing the pupils' individual creativity. Behaviour management is very good, as is the provision for pupils with additional learning needs. Lessons are well planned and balanced, with a good emphasis on literacy and numeracy, such as when the pupils measure and calculate lengths of wood, or write up their work. Computers are used effectively to support learning in all years through paint and desktop publishing programs. Teachers keep good records of the pupils' work. For example, meals are formally assessed from the original concept through to the final tasting, and this is entered into the pupils' files.
71. Good improvement has been made since the last inspection. The quality of teaching has improved and standards in Years 3 to 6 have improved as a result. A good scheme of work has been produced and this is used well by teachers to plan their lessons. It also makes sure that literacy, numeracy and information and communication technology are well embedded into the subject. In addition, the subject is now monitored through the headteacher's lesson observations and discussions with staff, and this further contributes to the improvement in standards.

GEOGRAPHY

72. No lesson observations were possible during the inspection. Therefore judgments on standards are based upon an analysis of pupils' work. This indicates that in all years, pupils make satisfactory gains in their geographical knowledge and reach average standards. In Years 1 and 2, pupils make use of local facilities to develop an awareness of direction and compass points. They begin to develop simple mapping skills. Much of their work is linked closely to other subjects. For example, they examine the stars and planets in science, and this is linked to their developing awareness of the earth's rotation and dependence on the sun for life. Literacy skills are well promoted through encouragement towards neat handwriting. By Year 6, pupils have extended this knowledge by looking at the destruction of the rainforests and the effects of this on civilization. There are effective links to other subjects, such as history, when pupils look at the development of transport and road systems, and examine the maps and peoples of ancient Greece and Egypt. The pupils make real efforts with their handwriting and spelling skills and consequently their work is well presented.
73. An analysis of lesson plans, teachers' records and the pupils' work indicate that the quality of teaching is at least satisfactory in furthering the pupils' geographical knowledge. Since the last inspection there have been improvements in the use of computers and the Internet to reinforce learning. The subject is efficiently managed, and is taught on a half-termly rotation with history. All relevant documentation is well considered. Resources such as brochures, books, photographs and videos, are satisfactory, and off-site visits are effectively used to enhance learning.

HISTORY

74. Pupils reach average standards throughout the school. The subject is taught every half term, with geography taking its place on the timetable for the other weeks. Only one lesson of history was observed during the inspection. Judgements are based on evidence of the pupils' work and on the teachers' lesson planning and records. In all years the pupils show satisfactory achievement.
75. By the end of Year 2, the pupils develop a sense of the passing of time through their own birthdays and by examining and comparing old and new toys. In the lesson observed, pupils remembered to bring a teddy-bear into school and each one gave a short class presentation on the life and age of the bear. This concluded with a Teddy time line, with bears ranging from 70 years old to a few weeks old, and was a fun and imaginative reinforcement of timescales. Much work is linked to other subjects, such as when older pupils create scrolls and clay busts in the style of ancient Greece and Egypt. There is evidence that they make good use of computers to reinforce their learning. For example, pupils in Years 5 and 6 used the Internet to research into the reign of Queen Elizabeth II as part of the Golden Jubilee celebration.
76. There is insufficient evidence to make an overall judgment on the quality of teaching. However, evidence from the children's work indicates that this is at least satisfactory. Teachers' lesson

plans closely match the evidence in the pupils' work and indicate the effective use of resources such as videos, visits to museums and historical sites. Work is consistently marked with positive and encouraging comments, and the teachers keep efficient records through photographs and work samples. Throughout the school, very attractive displays of the pupils work give value to the pupils' achievements in history, which promotes their self-esteem. .

77. There has been satisfactory improvement in the provision of history since the previous inspection. There is now an appropriate policy, and schemes of work are in line with the National Curriculum guidelines. The subject is supported by a satisfactory range of resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

78. Standards in information and communication technology are average. Teachers' assessments at the end of Years 2 and 6 indicate that the majority of pupils are reaching standards that are average for their age, and that they achieve satisfactorily over their time in school.
79. In all years, from the Reception class onward, pupils are competent and confident users of computers. They use computer technology to enhance their learning in other subjects. For example, pupils in Years 1 and 2 use a painting program to enhance their history lessons. They compose simple tunes in music, which links to their studies of bell ringing. There is good use of computers to support mathematics, design technology and art, and pupils' literacy and numeracy skills are well promoted through word processing and mathematical programs. However, they do not have access to controlling simple robots or monitoring changes over time with sensors, which would further develop their technological knowledge. From an early age, the pupils are confident in logging-on, saving and retrieving their work. By the time they are in Year 6, pupils work independently to search the Internet on aspects of the Queen's Golden Jubilee. They use e-mail and they produce leaflets, posters and invitations to publicise their work in food technology. They extend their knowledge by presenting their own stories and poetry in attractively presented poster styles, which are displayed around the school.
80. In the very small number of lessons observed during the inspection, the quality of teaching and support by classroom assistants was good. Staff are competent and confident with computers and the networked whiteboard. Computers are used well to support English, mathematics, design technology, history, music, art and science. Planning is good and most sessions are aimed at extending the work in other subject areas. This reinforces the pupils' learning and addresses their individual learning needs. Marking of work is achieved through the assessment of pupils' s skills and an evaluation of their printed work, which is then matched against the National Curriculum attainment levels. Teachers keep good records of the progress made and use this information effectively to report to parents and help plan future lessons.
81. The school has maintained its satisfactory provision for information and communication technology since the last inspection. The accommodation and resources are good, with a ratio of one computer to six children, which is above the recommended average. However, the school has recognised that further development is needed to improve the pupils' development of measurement and control techniques. All staff have received effective training in the use of computers and the school appropriately ensures that an adult is always present when the children access the Internet or send and receive e-mails.

MUSIC

82. In all year groups, pupils demonstrate average standards in their musical development. At the time of the last inspection, the school employed a teacher who specialised in music. Standards then were above average. However, the school is now doing the best it can, without a specialist, to make sure that all pupils do at least as well in music as they should. A minority of pupils continue to receive instrumental tuition from visiting teachers and some of these pupils play to a high standard. For example, one flautist successfully accompanies the whole school singing of hymns in assembly. Pupils in Year 1 clap the pulse of a tune and have an appropriate repertoire of songs. The Year 6 pupils listen to music well and sustain their concentration for a long time. In one

lesson observed, these pupils listened intently throughout the whole of Holst's 'Neptune' and reflected effectively on the use of dynamics, pitch and tempo to change the mood and impact of the music. However, the quality of singing, whilst appropriately melodic, generally lacks emphasis and excitement and, in lessons, pupils show age-appropriate skills of using percussion instruments sensitively to create compositions of 'calm' music. Pupils' work folders show that they listen to a suitable range of music from different genres and cultures, as well as using computers appropriately for composition and evaluation of their recorded work.

83. Satisfactory improvement has taken place since the last inspection. Class teachers have taken on responsibility for teaching the subject and now use an appropriate scheme of work to plan their lessons and make sure that pupils develop progressively higher skills. However, despite this hard work, standards have dropped slightly to the current average levels.
84. Too few lessons were seen to make an overall judgement on the quality of teaching and learning, but the pupils' standards would suggest that this is at least satisfactory throughout the school. In a lesson seen for pupils in Year 1, the teacher led by example and pupils joined in with her clapping so that they improved their skill at clapping a slow pulse. The teacher also made a good link with their topic in science by comparing a musical pulse to that of our own bloodstream. In a lesson seen for pupils in Years 5 and 6, the teacher helped the pupils to extend their listening skills by discussing what to listen for and how to link events in the music to the 'pictures' it may form in their heads. As a result, one pupil related ascending vocal harmonies to 'death' scenes in popular cartoons and realised why composers use this device in their film sound tracks. Teachers generally use the correct names for instruments and encourage pupils to choose appropriately, or use the correct technique, so that they match sounds to their intention. For example, when asked to create 'calming' music, pupils in Years 5 and 6 were helped to select instruments that could be played softly and they stroked, rather than beat, the snare drum as a result. The subject is appropriately led and the school continues to enable pupils to be involved in external events, such as a local choir festival, as well as internal performances and shows.

PHYSICAL EDUCATION

85. Throughout the school, pupils' standards are at least average. However, a significant number of pupils develop considerable expertise in sports and represent their school well in competitions with other schools. Also, a large number of pupils take part in clubs, including for gymnastics, soccer and judo and, as a result, the majority of pupils successfully broaden their expertise in physical education and show good achievement over their time in school. Pupils experience a wide range of indoor and outdoor activities. Their muscle and movement controls improve through stretching and curling as part of their warm-up sessions. They respond with positive enthusiasm to taped instructions from a radio physical education programme. By Year 6, they share, collaborate and take turns, working well in teams for sequenced activities and football or hockey games. They develop their balance and poise through weekly dance and judo sessions, which also gives them confidence and promotes their self-esteem.
86. The quality of teaching and learning is good overall. Equipment is prepared in advance, and older pupils take responsibility for organising this at the beginning and end of sessions. Lessons are well managed, structured and balanced to ensure that no time is wasted. However, in Years 5 and 6, not all the pupils respond equally well to the teachers' expectations, and this sometimes slows the pace of teaching and learning. Good attention is paid to ensure the health and safety of everyone and the pupils follow these guidelines well. Teachers give clear and unambiguous instructions, which help pupils to understand the realistic challenges. As a result, they work hard to achieve the lesson's targets. Standards of behaviour are generally very good and the pupils show respect for staff and each other. Higher attaining pupils are encouraged to plan team games, using computers to write the rules and explain the purpose of the game to others.
87. The subject has made satisfactory improvement since the previous inspection and links have been well established with other sporting activities. For example, in addition to their successful participation in inter-school football and hockey tournaments, pupils have opportunities to play in the West Oxfordshire league. The wide range of clubs are very well attended and includes Judo

and gymnastics, taught by visiting specialist coaches. The curriculum meets the requirements of the National Curriculum and is well planned to include a balanced range of seasonal activities, including swimming tuition. The co-ordinator of physical education is skilled and knowledgeable. She gives freely of her time to run clubs and generates an enthusiasm for physical activities that motivates pupils to participate in sports. In addition, she also monitors lessons and the pupils' attainments well. The pupils' achievements are celebrated through attractive wall displays and certificates.