

INSPECTION REPORT

STEEPLE CLAYDON SCHOOL

Steeple Claydon, Buckingham

LEA area: Buckinghamshire

Unique reference number: 110248

Headteacher: Mrs S Chadbund

Lead inspector: Mrs A M Grainger

Dates of inspection: 7th - 10th March 2005

Inspection number: 267988

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: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 143

School address: Meadowway
Steeple Claydon
Buckingham
Buckinghamshire
Postcode: MK18 2PA

Telephone number: (01296) 738 132
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Appropriate authority: The governing body
Name of chair of governors: Mrs C Older

Date of previous inspection: 10th – 13th February 2003

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Steeple Claydon, a few miles south of Buckingham. Almost all the pupils live in the village, where there is a broad mix of privately owned and rented accommodation. With 75 boys and 68 girls on roll, the school is below average in size. The vast majority of pupils are of White British heritage, and just a few are from other ethnic backgrounds. Although two pupils have English as an additional language, no pupil is at an early stage of learning English.

Thirteen per cent of pupils have special educational needs, which is below the national average. No pupil has a statement of special educational need, neither is any pupil known to be eligible for free school meals. The movement of pupils in and out of the school is much the same as found nationally. Overall, children's attainment on entry is at the level expected for their age when they enter the Reception Year.

There were significant staff changes soon after the last inspection in February 2003. Most of the present teachers joined the school in September 2003. There have also been many changes in the membership of the governing body.

In 2003, the school gained the Investors in People Award. It is presently participating in several initiatives, including the Quality Mark Behaviour Strategy and the Healthy Schools Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|--|
| 20782 | Mrs A M Grainger | Lead inspector | English Art and design Music Physical education |
| 9092 | Mr R Elam | Lay inspector | |
| 23385 | Ms S Gerred | Team inspector | Areas of learning in the Foundation Stage Science Geography History Religious education |
| 26232 | Mr C Grove | Team inspector | Mathematics Information and communication technology Design and technology Modern foreign languages (French) Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Steeple Claydon School provides a satisfactory education for its pupils. However, there are weaknesses requiring improvement. Standards are at the level expected nationally in English and science, and in many other subjects, but they are below this level in some subjects, including mathematics and information and communication technology (ICT). Pupils make satisfactory progress overall during their time in the school because teaching and the range of learning opportunities meet their needs adequately in most years and in most subjects. Leadership, management and the value for money provided by the school are all satisfactory.

The school's main strengths and weaknesses are:

- Pupils' good attitudes and behaviour, and their very good relationships with others.
- The good start given to children in the Reception Year in reading, early computer skills, and in their personal, social and emotional development.
- Consistently good teaching and learning in Year 5.
- Unsatisfactory provision in ICT.
- Teaching that does not always challenge pupils well enough, particularly in Year 6.
- Insufficient use of day-by-day assessment, and unsatisfactory marking.
- A lack of rigour in the checking of teaching and how well it supports learning.
- Good care for pupils' personal wellbeing.
- A good range of activities additional to lessons, including extra-curricular clubs and visits.

Improvement since the school was last inspected in February 2003 has been satisfactory. In particular, the quality of teaching and learning has improved and there is no longer a serious weakness in this key aspect of provision. Even so, further work is required to ensure that all pupils are challenged consistently and well enough. Standards are better now in English and science in Year 2, and in religious education and art and design throughout the school. However, insufficient improvement has been made in the standards in geography throughout the school, and in design and technology in Year 6. Good developments have taken place in the provision for pupils' personal development, resulting in improved attitudes, behaviour and relationships. Strengths have been maintained in the care for pupils' personal wellbeing.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | B | D | A | A |
| mathematics | B | A | D | D |
| science | C | C | C | C |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory overall. In the present Year 6, the standard of pupils' school work is much the same as indicated by the 2004 National Curriculum test results in

mathematics and science. It is lower than indicated by the test results in English, and is at the level expected nationally. The difference between the current standards in English and those indicated by the 2004 test results is mainly a reflection of the natural variations in the ability of year groups of pupils. Overall, pupils' achievement is satisfactory in Years 3 to 6 in English and science. However, average and potentially higher attaining pupils in Year 6 are not pushed on to higher levels of attainment. Although pupils in Years 3, 4 and 5 achieve satisfactorily in mathematics, those now in Year 6 are underachieving because of weaknesses in teaching, and the standards are not high enough.

Pupils' results in the end of Year 2 National Curriculum tests in 2004 were well above the national average in reading, writing and mathematics. Teachers also assessed pupils' performance in science as well above the national average. Standards currently in Year 2 are at the level expected nationally across all these key areas, and the achievement of pupils in Years 1 and 2 is satisfactory in these areas. As with the situation in English in Year 6, the difference between the present standards and those indicated by the 2004 national tests is, to a large extent, a reflection of the natural variations in the ability of year groups of pupils.

Pupils in Years 2 and 6 are underachieving in ICT because of weaknesses in teaching and in the range of learning opportunities, although overall achievement is satisfactory in other years in this subject. Religious education standards are at the level expected by the locally agreed syllabus in Years 2 and 6, with satisfactory achievement throughout the school. In the aspects of most other subjects for which evidence was gathered, achievement is satisfactory. However, pupils are not doing well enough in geography. There are also weaknesses in history in Years 1 and 2 and in design and technology in Year 6.

There is no significant variation in how well different groups of pupils achieve. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Moral and social development is promoted well, and the outcomes are evident in the good standards of pupils' attitudes and behaviour. Pupils are courteous, polite and get on very well with others. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The overall quality of education, including the teaching, is satisfactory. However, there are inconsistencies in how well teaching meets pupils' needs in different years and subjects. Reception children are given a securely satisfactory start, with good attention to early reading and computer skills, and also to personal, social and emotional development. Teaching, learning and the use of assessment are consistently good in Year 5, resulting in pupils doing well in this year. Overall, teaching and the range of learning opportunities meet pupils' needs adequately in other years, although there is not always sufficient challenge, particularly in Year 6 where the effect of this is most evident in mathematics. The provision for ICT is unsatisfactory in Years 2 and 6, and pupils throughout the school have too few opportunities to use and develop ICT skills in other subjects. A good range of additional activities, such as clubs and visits, enhances the curriculum.

The care for pupils' personal wellbeing, including the pastoral care, helps to create an environment supportive of learning. However, there is too little guidance for pupils as to how they can improve their schoolwork. Day-by-day assessment, including marking, does not help them enough.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The school runs smoothly and provides pupils with a calm and friendly environment. The headteacher provides a satisfactorily clear educational direction. However, the checking of how well teaching supports the learning of all pupils is not sufficiently rigorous. Because of this, priorities for improvement and financial planning are not sharply enough focused on raising standards. Governance is satisfactory and statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and parents are pleased with the school and recognise that it has improved since the last inspection. In particular, they appreciate the increased range of activities additional to lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Rectify the weaknesses in the provision for ICT.
- Ensure that teaching always challenges pupils well enough, particularly in Year 6.
- Develop the use of day-by-day assessment and marking.
- Make more rigorous the checking of teaching and how it supports learning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall. Standards in Year 6 are at the level expected nationally in English and science and in most other subjects, but they are below this level in some subjects, including mathematics and information and communication technology (ICT).

Main strengths and weaknesses

- Children get off to a good start in the Reception Year in reading, early computer skills, and in personal, social and emotional development.
- Pupils in Years 2 and 6 are underachieving in ICT and standards are below the level expected nationally.
- Pupils make good progress in Year 5 in many subjects.
- Pupils do not consistently achieve as well as they should, particularly in Year 6.

Commentary

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2004 were well above the national average in English, close to it in science, but below it in mathematics. The picture is just the same when the results are compared with those of other schools with pupils who had similar attainment at the end of Year 2. These results are better than at the last inspection in English, much the same as they were in science, but not as good now in mathematics.
2. The standard of schoolwork of pupils presently in Year 6 is similar to that indicated by the 2004 test results in mathematics and science. English standards are currently lower than those indicated by the 2004 test results, and are at the level expected nationally. The difference between the current standards and those shown by the 2004 results in English is largely a reflection of the natural variations found in the ability of year groups of pupils.
3. Pupils' achievement is satisfactory in English and science in Years 3 to 6 overall, but there is variation in how well pupils do in different years. In both subjects, pupils make good progress in Year 5, and they also progress well in science in Year 3. There is some coasting by the average and potentially higher attaining pupils in English and science in Year 6 because the teaching does not push them on to do better. In mathematics, progress is satisfactory in Years 3, 4 and 5. However, it is unsatisfactory in Year 6 because of weaknesses in teaching.
4. The school's results were well above the national average in the National Curriculum tests for pupils at the end of Year 2 in 2004. Compared with the results of other schools with pupils from similar backgrounds, pupils' performance was well above average in writing and above average in reading and mathematics. These results are much better than those of other recent years. In 2003, for example, the results in all three areas were in the lowest five per cent of schools nationally. Teachers also assessed pupils' standards in science as well above the national average at the end of Year 2 in 2004.

5. The current standard of schoolwork of pupils in Year 2 is not as high as indicated by the test results of 2004. As with the situation in English in Year 6, the difference between the present standards and those indicated in the 2004 national tests is, to some extent, a reflection of the natural variations in the ability of year groups. Standards now in Year 2 are above the level expected nationally in reading and close to it in writing, mathematics and science. Reading standards are higher than in other areas because children get off to a good start in reading in the Reception Year. The teaching in Years 1 and 2 maintains and satisfactorily builds on this early boost in reading. Pupils' achievement in English, mathematics and science is satisfactory in Years 1 and 2.
6. Pupils are underachieving in ICT in Years 2 and 6, and standards are below the level expected nationally. This underachievement is caused by weaknesses in teaching and in the range of learning opportunities in these two years. Pupils in Years 3 to 5 achieve satisfactorily in ICT because their teachers ensure that the necessary work is covered at the right level. However, throughout the school, pupils' use of ICT skills to support their progress in other subjects is unsatisfactory.
7. Standards in religious education are at the level expected by the locally agreed syllabus in Years 2 and 6, and pupils' achievement is satisfactory, which is an improvement since the last inspection. There has been insufficient improvement in geography and history. Standards are below the level expected nationally in both subjects in Year 2, and in geography in Year 6, and pupils are not doing well enough in relation to their capabilities. However, achievement is satisfactory in Year 6 in history and standards are as expected nationally. Standards are also at the expected level, and pupils' achievement is satisfactory, in art and design, and in the aspects of music and physical education for which evidence was gathered. In design and technology, achievement is unsatisfactory in Year 6 and standards are lower than they should be at this age.
8. Although the pupils in Year 6 are not working at a higher level than that expected for their age in any subject, and in some subjects their attainment is lower than the nationally expected level, pupils in Year 5 do well in many areas. Overall in Year 5, pupils' progress is good and they achieve well, often reaching standards higher than expected nationally at this age.
9. Almost all Reception children are on course to reach the goals expected nationally at the end of the school year and a few to exceed them. Children's overall achievement is satisfactory. There are some specific areas in which they do well because of good teaching and, in these areas, a good number is likely to exceed the expected standards. In addition to making a good start in reading, children do well in the early use of computers, and in their personal, social and emotional development.
10. Throughout the school, there is no significant variation in how well the different groups of pupils achieve. However, there are some missed opportunities to push on the more capable pupils in particular. Pupils with special educational needs are given sufficient support to do as well as other pupils in relation to their capabilities. Although girls tend to do better than boys in the national tests in English, boys and girls achieve equally well in their schoolwork.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.3 (13.3) | 15.8 (15.7) |
| writing | 17.2 (12.5) | 14.6 (14.6) |
| mathematics | 17.9 (14.5) | 16.2 (16.3) |

There were 21 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 29.1 (26.1) | 26.9 (26.8) |
| mathematics | 26.4 (28.7) | 27.0 (26.8) |
| science | 28.4 (28.9) | 28.6 (28.6) |

There were 29 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Good provision for pupils' moral and social development results in pupils behaving well and having good attitudes to school.
- Pupils get on very well with each other and with the adults in school.
- There is not enough planned provision for the pupils' spiritual and cultural development across the subjects.

Commentary

11. Pupils' attitudes and behaviour have improved since the last inspection as a direct result of good developments in the provision for their personal development. Pupils respond particularly well to the effective attention given to their moral and social development. They have positive attitudes to school, are keen to learn, and behave well in lessons and around the school. Pupils move sensibly about the school, showing a good awareness of others. Play and lunchtimes are pleasant social occasions. Pupils play co-operatively with one another in the playground, and eat their packed lunches sensibly together in the dining hall.
12. Pupils get on very well with each other, and also relate very well to the adults in school. They are polite and courteous, often holding doors open for others. They interact confidently with all adults and appreciate, for example, the efforts of the caretaker in looking after them. All groups of pupils mix well during lessons and at play. They respect each other's contributions during question-and-answer sessions and willingly help each other with work.
13. The school takes very good action to ensure that pupils work and play in an environment free from bullying and other forms of harassment. Instances of bullying are rare and are not tolerated by the school. Much is done to promote positive relationships among pupils. For instance, learning support assistants are now actively involved in organising netball or football at lunchtimes for pupils in Years 3 to 6, and

other games for younger pupils. The midday assistants have been trained so that they can support pupils more effectively, which has contributed to improvements in behaviour. Few entries now appear in the playground book in which incidents of misbehaviour are recorded. Exclusions are used only as a last resort and are also infrequent. One pupil was excluded from school for a fixed period during the last school year.

14. There are satisfactory opportunities for pupils to take responsibility. All pupils in Year 6 have responsibility for particular activities around the school. Pupils in Years 1 to 5 become members of the school council on a rotational basis, and pupils in Year 6 elect their representatives. The school has instituted a variety of incentives to encourage pupils to take responsibility for their attitudes and behaviour. For example, the 'Monday Book' is a means by which pupils can nominate others for instances of good behaviour. 'Gold Awards' are given for good achievements in work, sport or good conduct. In addition, there is a 'Star of the Week Award' for particular achievements.
15. All aspects of the provision for pupils' spiritual, moral, social and cultural development have improved since the last inspection. Whilst the most significant advances have taken place in the promotion of social and moral development, the spiritual and cultural development of the pupils is now satisfactory. Religious education lessons now make a good contribution to the pupils' spiritual awareness. This has been achieved through moving the focus of lessons from just the development of factual knowledge and more to issues, which pupils discuss.
16. Assemblies, which support the pupils' spiritual development, take place in a reverent atmosphere and include prayers and short opportunities for reflection. Visitors to assemblies have included representatives of different churches and a group of Congolese gospel singers. Although teachers have guidelines on planning opportunities for spiritual development in lessons, there is still too little promotion of spiritual development across the subjects.
17. To support pupils' cultural development, the school has developed links with a local multi-cultural centre. This provides teachers with a variety of resources to highlight cultural issues. However, there is still insufficient promotion of cultural development through display around the school. As with the provision for spiritual development, too much is incidental rather than specifically planned.
18. The strong emphasis on moral and social development is assisted by the good examples all staff set for pupils in their interactions with each other and in their treatment of pupils. This is better than at the last inspection, when pupils found some staff intimidating. Opportunities provided through aspects of the Healthy Schools initiative, and the personal, social and health education programme, also make a good contribution to the pupils' social development.

Attendance

19. The attendance level is similar to that at the last inspection, and is close to the national figure. Absences are mainly due to medical reasons, although some parents insist on taking their children out of school for holidays during term time. Whilst the school reminds parents of the importance of good attendance, it is not rigorous in discouraging term-time holidays. Most pupils arrive on time in the mornings, but a few occasionally arrive more than 10 minutes late. The school does not fully monitor

punctuality, as it does not record the lateness of pupils who arrive up to 10 minutes after the start of the day.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.4 | School data | 0.2 |
| National data | 5.1 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

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 | 131 | 1 | 0 |
| White – any other White background | 7 | 0 | 0 |
| Mixed – White and Asian | 2 | 0 | 0 |
| No ethnic group recorded | 3 | 0 | 0 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory. Teaching and the range of learning opportunities meet pupils’ needs satisfactorily in most subjects and in most years and result in satisfactory achievement overall. The school provides a good climate for learning.

Teaching and learning

Teaching, pupils’ learning and assessment are satisfactory overall.

Main strengths and weaknesses

- Good teaching gives children a strong start in the Reception Year in reading, early computer skills, and in their personal, social and emotional development.
- Teaching and the use of assessment are consistently good in Year 5 so that pupils learn well.
- The overall quality of teaching and learning in ICT is unsatisfactory.
- Teaching does not always challenge pupils well enough, particularly in Year 6.
- There is too little day-by-day assessment of how well pupils are doing and marking is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 36 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 1 (3%) | 13 (36%) | 21 (58%) | 1 (3%) | 0 (0%) | 0 (0%) |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

20. The overall quality of teaching and learning has improved significantly since the last inspection. Even though teaching and learning are now satisfactory overall in the school as a whole, there are inconsistencies in how well teachers meet pupils' needs in different subjects and years. The result is that, although their overall achievement is satisfactory, pupils are prevented from doing better.
21. Teaching and learning are good in the Reception Year in reading, the development of early computer skills and in promoting children's personal, social and emotional development. Good relationships between adults and children, together with clear routines and expectations of behaviour, create an atmosphere in which children can learn with confidence and grow in self-esteem. These aspects of teaching are particularly beneficial for the few children with special educational needs and those who are less self-assured. All children respond well to the high expectations of their independence and of their capacity to make choices.
22. Through clear and effective teaching of the basic skills of reading in the Reception Year, children gain a good awareness of, and confidence in using, letter sounds and blends of sounds. They also learn to interpret the clues in pictures to help them to read unfamiliar words. In lessons in the computer room, good questioning, demonstration, and the use of the correct terminology, support learning well.
23. Teaching, learning and the use of assessment are consistently good in Year 5. Pupils in Year 5 do well in many subjects because of the effective and challenging teaching they experience. The teacher has high expectations of the standards that all pupils are capable of attaining. Full account is taken of the range of pupils' needs, and the teacher's enthusiasm for learning is infectious, motivating all groups of pupils to do well. Pupils with special educational needs are given good support, including through the effective deployment of teaching assistants. Pupils capable of higher attainment are pushed on effectively.
24. There are also good features to the teaching in other years. Many activities in lessons in Year 3 are varied to take account of the wide range of pupils' needs. In science, for example, there is good support to help pupils of differing capabilities record the outcomes of investigations. In mathematics, there are good features to the teaching of pupils in Years 3 to 5. For example, the purpose of lessons is clearly communicated so that pupils know what they are aiming to achieve and activities proceed at a good pace, often moving learning on well. Teaching assistants are deployed effectively in mathematics lessons in these years to support and engage pupils who are lower attaining or who have special educational needs.
25. In religious education, there are examples of effective teaching drawing well on pupils' experiences. This achieves an effective balance in Years 3 to 6 in helping pupils to learn about religion and also to draw meaning from it for their own lives. However, there are missed opportunities for such learning in religious education lessons in Years 1 and 2. More positively, teaching in Years 1 and 2 builds securely on the good

start in reading in the Reception Year and successfully promotes pupils' confidence in writing without adult support.

26. Across the school, with the exception of Year 5, there is still not enough use of assessment on a day-by-day basis to meet pupils' differing needs. Too often, work is insufficiently varied to take account of the diversity of pupils' capabilities in the mixed ability classes. Often, the result is that pupils are not well enough challenged. This lack of challenge is most evident in Year 6 where pupils' learning is unsatisfactory in mathematics and there is also underachievement in some other subjects. The average and potentially higher attaining pupils are not always moved on well enough in English and science.
27. Although assessment information is used to set targets for individual pupils in mathematics, there is too little ongoing evaluation of how well pupils are progressing towards them. Apart from Year 5, there is not enough use of individual or group targets to support learning in English and science. Although marking is satisfactory in mathematics in all years except Year 6, and is good across the subjects in Year 5, it is unsatisfactory overall. Marking provides little guidance to pupils about how they might improve their work, and this results in many missed opportunities for teachers to move learning on. Teachers' expectations of standards of presentation are low in most year groups and subjects, and poor presentation is allowed to pass unchecked. However, the marking and expectations of pupils' standards of presentation stand out in Year 5 and provide examples of good practice.
28. Teaching and learning are unsatisfactory in ICT in Years 2 and 6. The teaching does not ensure that pupils in these two years develop the necessary knowledge, understanding and skills to work at the level expected for their age. Although the teaching of computer skills is satisfactory in other years, teachers do not do enough to use and develop these skills in lessons in other subjects. There are also weaknesses in the teaching of geography throughout the school, of history in Years 1 and 2, and of design and technology in Year 6, that result in pupils underachieving.

The curriculum

The quality and range of learning opportunities are satisfactory overall. Enrichment of the curriculum is good. The accommodation provides good support for the curriculum, and resources support it satisfactorily.

Main strengths and weaknesses

- A good range of activities supports learning in reading, early computer skills and personal, social and emotional development in the Reception Year.
- Weaknesses in the learning opportunities in mathematics in Year 6 result in underachievement.
- ICT provision is unsatisfactory, including a lack of opportunities for ICT across the subjects.
- Extra-curricular activities, visits out of school, and visitors who talk to pupils, all give good enrichment to the day-to-day lessons.

Commentary

29. The range of learning opportunities for Reception children is matched well to their needs and capabilities in personal, social and emotional development. There is also a good focus on developing skills in reading and in using computers. As a result,

children achieve well in these areas. In these specific areas, the provision is better than at the last inspection. In the other areas of learning, the curriculum is satisfactory and is much the same in quality as it was previously. However, there are still areas for development. Not all activities take full account of all children's needs, for instance in ensuring sufficient challenge for the more capable ones in mathematical development.

30. The breadth of curricular opportunities for pupils in Years 1 to 6 is satisfactory overall. Many of the weaknesses found at the last inspection have been rectified but there are still some shortcomings that lead to underachievement. Weaknesses are particularly evident in mathematics in Year 6 and in ICT in Year 2 and Year 6.
31. In Year 6, in mathematics, the range of learning opportunities does not challenge pupils well enough and they are underachieving as a result and standards are below the nationally expected level. There has not been enough attention this school year to work in shape, space, measures or data. There are still shortcomings in the provision for geography throughout the school, history in Years 1 and 2, and design and technology in Year 6, that result in pupils not doing as well as they should in these areas.
32. Since the last inspection, the pace of improvement in ICT has been too slow. Problems with accommodation and resources have restricted the development of ICT. However, there are other weaknesses in the coverage of the curriculum in Years 2 and 6 that result in standards being below the level expected nationally. In Year 6, provision is piecemeal, and in Year 2 the curriculum is restricted mainly to basic word processing activities. Added to this, not enough use is made of classroom computers throughout the school to develop ICT skills and to support pupils' progress in other subjects.
33. There is adequate coverage of all aspects of English, science and religious education in Years 1 to 6. As a result, pupils make satisfactory progress in these subjects as they move up through the school. In science, there is appropriate attention to practical and investigative work and this contributes satisfactorily to the standards attained. In Year 6, however, the learning opportunities in English and science do not always challenge the most capable pupils, and some of average attainment, well enough, and this prevents standards from being higher.
34. The provision for pupils with special educational needs is satisfactory. They have full access to the curriculum in class lessons, with support from class teachers and teaching assistants. There is also satisfactory use of specific sessions when pupils are taught in small groups taken out of class, for instance for additional literacy and numeracy support.
35. The headteacher has started to take a small group of more capable Year 6 pupils for practical and investigative aspects of mathematics on a weekly basis. This is mainly to compensate for weaknesses in the progress of pupils this school year and to push the pupils on to higher attainment. Similar action is planned to support the more capable pupils in English, during the summer term.
36. There is good extra-curricular enrichment of the curriculum. Pupils have opportunities to attend after-school clubs in a wide range of areas, including some not found often in primary schools, such as cookery and signing for the deaf. Music, drama, and art and design are offered, as well as activities in a wide variety of sports. All these additional opportunities are well attended by pupils from Year 2 to 6. The activities motivate and

interest pupils, help to develop positive attitudes to school, and make a significant contribution to the pupils' personal development. Visits to places of interest, a residential stay for pupils in Years 5 and 6, and a wealth of visitors add an additional dimension to the curriculum in a range of subjects.

37. The accommodation offers good facilities to support the curriculum, including a multi-purpose hall, library, and ICT room, and is better used than at the last inspection. Various additional rooms for study, as well as an art and design room, also support learning well. External accommodation provides good facilities for outdoor study and play, contributing effectively to physical education.
38. Resources give satisfactory support to the curriculum. Improvements to the external accommodation and to the resources for the Reception class mean that children now have continuous access to outdoor facilities. However, the lack of large outdoor apparatus restricts opportunities for regular, daily climbing and balancing activities, which prevents children's achievement from being better than it is, particularly in aspects of physical development.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good. The support, advice and guidance pupils receive based on monitoring are unsatisfactory. The involvement of pupils in the school's work through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- There are effective procedures for ensuring a healthy and safe environment.
- Pupils trust the adults in school and know that there is always someone to turn to if they have a problem.
- Weaknesses in marking and the use of targets limit the guidance given to pupils.
- Very good links with the nursery ensure that children settle quickly into school.

Commentary

39. The governors are properly involved in ensuring health and safety in the school. The caretaker, on their behalf, formally tours the site each term to identify and report back on any hazards. Risk assessments are properly in place for various activities in the school. Teachers conscientiously ensure that pupils are made aware of health and safety issues for lessons, such as design and technology and physical education.
40. The school appropriately follows the local procedures for child protection. All adults in the school have received guidance on how to deal with any concerns that may arise, and are aware of the need for vigilance. The arrangements for first-aid are good. All staff have received relevant first-aid training, good records are kept of treatment, and parents are contacted if, for example, children bump their heads. Effective procedures are in place to deal with any emergencies or unexpected incidents.
41. Staff show good concern for the personal needs of pupils, and are now consistent in demonstrating this to pupils, which is an improvement since the last inspection. Adults are approachable, which helps pupils to form good relationships with them and with each other. The vast majority of parents are pleased with the level of personal support

for their children in the school, seeing it as a caring community where their children will be looked after if there are any problems.

42. In particular, parents appreciate the support their children are given when they enter the Reception Year. This good support is assisted by the very good links with the nursery, which is situated in the school grounds. There are good opportunities for the nursery children to come into the school and to become familiar with the staff and routines, easing anxieties about beginning at school.
43. Pupils are able to satisfactorily influence what happens in the school by means of the questionnaires that the school has started to use each year. The results are fed back to the school council, which meets frequently with the headteacher and has representatives from each class. Through the school council, pupils have recently discussed, for example, how the school can improve lunchtimes and playtimes. The council, however, is insufficiently independent, and meetings are presently directed by the headteacher.
44. Teachers regularly assess how well the pupils are doing, with their progress recorded and shared with parents at the consultation meetings. Sometimes, at the end of lessons, the pupils indicate whether they have understood the work covered, although this practice is not consistent across subjects and year groups. Sometimes, pupils' targets for improvement are noted in the front of their work books in English and mathematics, although this is another practice that is not consistent. Pupils do not always fully understand what they need to do to make progress. Where targets are communicated to them, they can be similar for a large number of pupils of differing capability in a class. They may relate more to personal qualities than to academic progress, such as the need for pupils to check their work.
45. Weaknesses in marking compound the shortcomings in the setting of clear individual targets, and result in pupils not being given adequate guidance about what they are doing well and how they might improve. Some of the comments in marking can also lower pupils' self-esteem with critical comments that do not build upon the good elements of the pupils' work, particularly in Year 2. It is only in Year 5 that pupils are provided with good individual targets and support through marking. Personal development is not formally monitored, apart from in the Reception Year, but the support given by the staff develops good social skills and attitudes to work.

Partnership with parents, other schools and the community

Links with parents, the community, and other schools are satisfactory.

Main strengths and weaknesses

- Teachers are readily accessible to parents, including informally at the end of the school day.
- Good efforts are made to seek and act on parents' views.
- Parents are not always sure about how they can assist their children's learning at home.

Commentary

46. Links with parents, other schools and the community have developed satisfactorily since the last inspection. The latest versions of the prospectus and governors' annual report to parents now provide parents with all the information to which they are entitled. There are now better arrangements for involving the parents of pupils with special educational needs.
47. The school sends parents a satisfactory range of information about school life. Parents are given regular news and other letters about general matters. Each term, a planner outlines what is to be taught in each class. The introduction of the planner is an improvement since the last inspection, although still more needs to be done to ensure that parents know how they can best support their children's learning at home. Home-school books are well used up to the end of Year 2 to pass information between parents and teachers.
48. Arrangements for reporting to parents on their children's progress are satisfactory. Parents meet the class teachers formally in the autumn and spring terms. The annual reports on pupils' progress in the summer term generally provide a good summary of what their children know and can do in each subject. Teachers are usually available to parents at the school gate at the end of each day and parents are comfortable in approaching and talking to staff.
49. Parents make a satisfactory contribution to their children's progress. Nearly all come to the consultation evenings with the teachers or are seen shortly afterwards. Several parents help regularly in classrooms. Most parents are very supportive of what the school provides and encourage their children to have good attitudes to school and to work hard. Nevertheless, parents do not always provide transport to weekend sports activities, resulting in some events being cancelled.
50. The school association successfully organises both fund-raising and social events. The school actively seeks parents' views, which is an improvement since the last inspection. Two well-constructed questionnaires have been used in the past year. Action is taken in response to parents' opinions; for example, parents' views have led to the recent introduction of termly governors' forums. These events, although newly established, are helping to improve communications between the school and parents.
51. The school works hard to contribute to the life of the village. Pupils take part in the Christmas and other festivals and have made guys for the November bonfire, as well as designing anti-litter posters. Senior citizens are invited to school events and are given produce from the Harvest Festival. The school visits the local church, as well as welcoming the vicar to assemblies.
52. A range of visitors from the community, such as artists and theatre groups, and opportunities for pupils to visit museums and art galleries, contribute to pupils' learning. Trustees from the local open prison help with painting and decorating, and maintenance of the garden area. This community link helps to improve the school environment, as well as giving support to specific members of the community.
53. Contacts with the secondary schools to which pupils transfer at the end of Year 6 help to ensure the smooth transfer of pupils. One secondary school also provides additional sports activities and another runs science days for pupils in Years 2 and 5. The links with other local primary schools provide opportunities for co-ordinators to share good practice. There are very effective links with the nursery that is situated on site and has recently come under the financial management of the school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall, including the leadership of the headteacher and other key staff.

Main strengths and weaknesses

- The day-to-day management of the school is effective.
- There is a lack of rigour in the checking of teaching and how well it supports learning.
- Financial planning is not sharply enough focused on priorities for raising standards.
- The headteacher and deputy work successfully in partnership.

Commentary

54. Since the last inspection, there have been significant staffing changes, with many new teachers appointed to the school in September 2003. The headteacher has provided a satisfactorily clear educational direction for the school, which has ensured that the new staff, and the few who are more established, have become a team. As a result, policies for areas such as behaviour management and the care for pupils are consistently implemented, the school day runs smoothly, and pupils are able to work in an environment in which they feel valued and able to express their ideas. This is an improvement since the last inspection when some pupils were repressed and anxious because of inconsistencies, for example, in the management of behaviour.
55. A permanent deputy headteacher was appointed in September 2003. As a result, the headteacher has been able to delegate some areas of responsibility satisfactorily, including assessment. The deputy has made a good contribution to the improvements in the provision for pupils' personal development. She gives significant support to the headteacher in the day-to-day running of the school.
56. As the teacher of the pupils in Year 5, the deputy sets a strong example for others in her teaching, as does the headteacher in her teaching of music. A weakness is that, although the headteacher and deputy have formed a successful partnership, the deputy's substantial expertise as a teacher is not used well enough at a whole-school level. It is not used sufficiently to develop the quality of teaching and learning across the school.
57. Too much responsibility for checking the quality of teaching and the curriculum and how they contribute to pupils' learning rests solely with the headteacher. Although the school has the right strategies in place to check the quality of teaching, they are not as effective as they should be. This lack of effectiveness results from an insufficiently sharp focus on evaluating the outcomes of teaching in terms of the quality of pupils' learning. The school knows, for example, that aspects of teaching in Year 6 need improvement, and some action has been taken. However, the shortcomings in teaching more generally, particularly the inconsistencies in its effectiveness across year groups and subjects, are not being tackled quickly enough. This is the main reason why the overall rate of improvement in the school's effectiveness is no better than satisfactory and, in some areas, is only just acceptable.
58. The leadership and management of the main subjects of English, mathematics and science, are satisfactory, as is the co-ordination of areas such as special educational needs and provision in the Reception Year. However, as is the case with whole-school

issues such as teaching, the lack of rigorous monitoring prevents the provision in specific subjects and areas from developing at a better pace.

59. The leadership and management of ICT are unsatisfactory because the weaknesses in Years 2 and 6 have not been fully identified by the school, and the development of ICT across the subjects has been too slow. This is despite the fact that the co-ordinator provides a good example in her own teaching of ICT in Year 3. The leadership and management of most other subjects are still at a fairly early stage and need to be moved on more quickly. However, the religious education co-ordinator has worked closely with the headteacher and has successfully improved the subject's contribution to the pupils' personal development, particularly their spiritual awareness.
60. The governing body has undergone many changes in membership since the last inspection. Governors have a satisfactory understanding of the school's strengths and weaknesses. Some key governors, including the chair and the chair of the finance committee, recognise the need for better evaluation of the school's effectiveness. Linked to this, although presently satisfactory, governors' involvement in challenging the school to do better is also an area requiring improvement. Governors ensure that all statutory requirements are met.
61. Even though there is a commitment from staff and governors to improving the school, the shortcomings in evaluating the effectiveness of teaching have a knock-on effect on financial planning. Priorities for school improvement are not sharply enough linked to raising standards and improving teaching as a means to this end. This weakness, together with a lack of projected costs in the school improvement plan, limits the effectiveness of financial planning. Furthermore, financial planning tends to be based on historic costs. One consequence is that the budget is in deficit, although the governors have appropriate strategies to reduce the deficit. The headteacher and governors are working closely and successfully with the local education authority to get the school onto a firmer footing financially.
62. Day-by-day management of finance is satisfactory. The office staff provide good financial support, and the few minor points in the recent very good audit report have been acted upon. The school gives satisfactory consideration to whether it provides the best value for pupils and their parents in its spending and use of resources. The value for money provided by the school is satisfactory.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 476,300 |
| Total expenditure | 463,615 |
| Expenditure per pupil | 3,091 |

| Balances (£) | |
|--|----------|
| Balance from previous year | - 36,587 |
| Balance carried forward to the next year | - 23,902 |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are currently 14 children of Reception age taught in a mixed age class with some pupils in Year 1. Almost all children have attended the local pre-school before starting in the Reception Year. Although there is some variation in the attainment of different year groups when they start school, the present Reception children entered with attainment at the level expected nationally overall. One child has special educational needs. No child has English as an additional language.

Provision is satisfactory overall, with some good features, and is much the same as at the last inspection. Learning opportunities are planned carefully to ensure that children make steady progress towards the goals they are expected to reach at the end of the Reception Year. Teaching leads children smoothly into the start of the National Curriculum. There are good procedures for checking and recording children's progress. However, the information gained from assessment is not always used well enough to match work to children's differing needs and capabilities. The provision for Reception children is satisfactorily led and managed. Teaching assistants are appropriately deployed and adults work well as a team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Adults have high expectations of children's behaviour and independence.
- Routines are clear and well established.
- Occasionally, activities provided for children to select for themselves do not challenge the more capable ones well enough.

Commentary

63. Children learn and achieve well because the quality of teaching is good. Almost all children are on course to reach the standards expected nationally by the end of the Reception Year, and a good number are likely to exceed them. The teacher and teaching assistants create a welcoming atmosphere and offer good levels of individual care and support. These features of provision are especially beneficial to the less confident children and the very small number with special educational needs. Children's confidence and self-esteem are built well and, as a result, they are happy in school and develop good relationships with others.
64. Adults expect children to develop independence and provide situations in which they can do so. Clear routines are established and children get to know and understand them quickly. Children know, for example, that recorded music is played as a signal for clearing up and they do this well without prompting. They dress and undress competently for physical education in the hall, changing into shorts and T-shirts and back into school uniform.
65. Staff have high expectations of the children's behaviour and deal firmly but kindly with the infrequent instances of misbehaviour. As a result, children soon learn what is

expected of them and respond well. Almost all children behave sensibly in their classroom, in the outdoor area, and when moving around the school.

66. Children make choices confidently because they are given plenty of opportunities to select activities from a range provided both indoors and outside. Such activities successfully support the development of skills in co-operation and collaborative play. As a result, children are friendly towards one another, share and take turns. However, there are occasions when some activities, particularly those that children choose for themselves, are not well enough structured to give the level of challenge needed for the more capable children.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Skills in reading are taught well, resulting in children getting off to a strong start in this area.
- Activities sometimes involve too much sitting and listening and not enough practical involvement.

Commentary

67. Children's achievement is satisfactory overall, and it is good in reading. Almost all children are on course to reach the goals expected at the end of the Reception Year in speaking, listening and writing. A significant number are likely to exceed the expected goals in reading. The overall quality of teaching and learning is satisfactory, although reading is taught well.
68. Literacy lessons, and activities such as sharing news and stories, provide satisfactory opportunities for speaking and listening. Children enjoy these activities and respond with interest, particularly when a familiar story is read with good expression and animation. Consequently, they listen carefully and are gaining confidence in speaking to the whole class.
69. Children's interest in books and their competence in reading simple texts are developed effectively. Children acquire a good range of vocabulary because the teacher takes every opportunity to draw attention to correct language and terminology. In a lesson about owls, for example, children learned the names of features such as 'beak' and 'talons', and that owls are 'nocturnal' birds. Good attention to developing awareness of letter sounds and blends of sounds, as well as picture clues, helps children to tackle unfamiliar words in simple texts. Consequently, almost all children are developing basic reading skills effectively. Children are encouraged to borrow books and to read at home, which also helps them to gain confidence as readers.
70. Writing skills are developed satisfactorily through adequate opportunities for children to write in a variety of contexts, including role-play situations. Almost all children form letters accurately because they are given clear examples to copy. Most children write their names unaided and attempt writing for different purposes. A small number of higher attaining children write simple sentences.

71. The teacher has high expectations of what the children are able to do, particularly in developing their early reading skills. There are times, however, where some activities are not pitched at the right level for Reception children and involve too much sitting and listening and not enough learning through practical activities or games. On these occasions, the effectiveness of learning is reduced.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are good procedures for assessing children's attainment and progress.
- Information collected through assessment is not used well enough to match work to children's differing needs and capabilities.

Commentary

72. Children's achievement is satisfactory. Almost all are on track to reach the nationally expected goals by the end of the Reception Year and a few are likely to exceed these goals. The quality of teaching and learning is satisfactory.
73. An appropriate range of practical activities is planned to cover the full range of mathematics. These activities help children to calculate with numbers up to 10, to count beyond this, to name and recognise two- and three-dimensional shapes, and to develop the expected understanding of comparative language such as 'shorter' and 'longer' when measuring. Teaching strategies successfully develop children's understanding of mathematics. For example, the use of plastic coins and priced toys in a role-play shop help children to recognise coin values and to begin to see that addition involves the combination of two numbers.
74. A weakness is that work is not always well enough matched to the needs of different groups of children. The teacher has good procedures for checking and recording children's attainment and progress. However, the information gained through assessment is not used well enough to group children for different activities. When children are taught in mixed ability groups, their specific needs are not always met as effectively as they should be, and the more capable are sometimes held back. Support staff are used effectively to develop children's learning, often reinforcing teaching points well as they participate in activities with the children.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children benefit from the chance to work with Year 1 partners in hall lessons.
- A lack of large outdoor equipment restricts opportunities for climbing and balancing.

Commentary

75. Teaching and learning are satisfactory and result in children achieving satisfactorily. Almost all children are on course to reach the nationally expected standards at the end of the Reception Year and a small number is likely to exceed them.
76. In dance lessons in the school hall, the teacher and teaching assistant demonstrate skills clearly and set a realistic level of challenge. The opportunity to work with a pupil from Year 1 as a partner for part of the lesson helps children to extend their ideas and develop accuracy of movement. As a result, children increase their awareness of space and develop good control of their bodies as, for example, they practise twists, turns, side steps and jumps in response to fast and slow music.
77. A suitable range of activities ensures that children develop the expected control of a variety of equipment. For example, children have frequent access to jigsaws, construction materials, and simple tools, such as scissors, glue sticks and paint brushes. All adults sensitively support and encourage the children so that they work carefully and safely and develop hand and eye co-ordination.
78. Children move safely and confidently in and around the classroom, and on wheeled toys, such as tricycles, outside. However, the lack of large outside equipment restricts the opportunities for daily climbing and balancing. This limits the extent to which children are able to develop some physical and gymnastic skills, even though the resources in the school hall are used twice each week.

OTHER AREAS OF LEARNING

79. Provision in **knowledge and understanding of the world**, and **creative development** was sampled. Not enough evidence was gathered to make secure judgements on overall provision.
80. An appropriate range of learning experiences is provided both indoors and outside that contributes satisfactorily to children's creativity and the development of their knowledge and understanding of the world. A good programme of activities promotes early design and technology skills. As a result, children become familiar with the process of designing and making products such as puppets. Role-play areas are set up to encourage independent play. These support children in acting out imaginary situations, for example, in the 'puppet theatre' with the puppets they have made.
81. Standards in ICT are good. This is because lessons in the ICT suite are effective in developing children's early computer skills. Good questioning, demonstration and the use of correct terminology, result in almost all children correctly manipulating a mouse, using a keyboard to write their names, and using the toolbar to change the size of fonts. As a result, children are confident in using classroom computers to support their work in other areas of learning.
82. Appropriate attention is given to developing children's early understanding of religious education, such as how religious festivals are celebrated. As a result, children are beginning to know about their own culture and beliefs and those of other people. A satisfactory range of experiences develops children's competence in using paint, dough and other materials to make pictures, models and friezes and to clap rhythmically when listening to music. However, there are missed opportunities to provide daily access to a wider range of creative activities both inside and outdoors.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils move on in leaps and bounds in Year 5 because of good teaching.
- Teaching in other years does not always challenge all pupils well enough, particularly in Year 6.
- Many opportunities for writing in Year 2 develop pupils' confidence in this area.
- Marking is weak and provides little guidance to help pupils to improve.

Commentary

83. Pupils' results in the National Curriculum tests at the end of Year 6 in 2004 were well above the national average. They were also well above average when compared with the results of other schools with pupils who had similar attainment at the end of Year 2. The results of pupils at the end of Year 2 in 2004 were also very good, and were well above the national average in reading and writing. Compared with the performance of other schools with pupils from similar backgrounds, the Year 2 results were above average in reading and well above average in writing. The 2004 results were better than those at the last inspection in both Year 2 and Year 6.
84. The current standards of school work of pupils in Years 2 and 6 are not as high as indicated by the 2004 test results. To some extent, the difference between the present standards and last year's test results is attributable to the natural variations found in year groups of pupils. The present standards in Years 2 and 6 are at the level expected nationally across all strands of English, and they are above this level in reading in Year 2. Throughout Years 1 and 2, pupils maintain and satisfactorily build on the early gains made in reading in the Reception Year.
85. All groups of pupils achieve satisfactorily overall in relation to their capabilities, including those with special educational needs and the few who have English as an additional language. However, there is some variation in how well pupils progress in different years. There is no year group in which standards are as high for pupils' ages as indicated by the 2004 national test results. However, pupils in Year 5 are performing at a better level than those in Year 6 because they are taught well. Some average and potentially higher attaining pupils in Year 6 are not working at a higher level and are coasting because of missed opportunities to push them on to do better. Nevertheless, the present standards in Year 6 represent satisfactory progress over time in relation to the pupils' performance at the end of Year 2.
86. The overall quality of teaching and learning is satisfactory. Teachers have secure subject knowledge and successfully meet the needs of the vast majority of pupils in lessons. They engage pupils' interest through the range of texts studied. Pupils in Year 6, for example, showed good levels of interest and involvement as they considered how H G Wells created dramatic tension through describing events in the first person.
87. There are many opportunities for pupils in Year 2 to write freely on topics of interest to them or about stories they have read together. As a result, they develop confidence

and independence as writers, and most pupils quickly increase the amount they write. Throughout Years 1 and 2, pupils are given a secure grounding in the basics of literacy. They develop accuracy in spelling and in using letter sounds and blends of sounds to read at a good standard for their age.

88. The most effective teaching is in Year 5. What distinguishes the teaching in this year group is that expectations of the standards all pupils are capable of attaining are high. Pupils are provided with a good and challenging range of activities that develop their confidence and competence in writing for different purposes. The activities also increase their understanding of how the texts they study fulfil particular functions, for example to persuade the reader to buy a product. As a result, pupils make good progress while in Year 5. Pupils with special educational needs achieve particularly well in this year because they are given good support tailored to their specific needs.
89. Although there are some good features to teaching, there are missed opportunities in many classes, and particularly in Year 6, to challenge pupils to higher levels of attainment. Often, activities are not well enough varied to meet pupils' differing needs and all pupils in the mixed ability classes are given much the same work. However, there are some examples of work matched well to pupils' needs in Year 3. Often, writing activities in Year 6 are started but not developed fully. This restricts the progress of the average and potentially higher attaining pupils and prevents standards from being better. This is in contrast to the good gains in reading and writing made in Year 5.
90. Marking is weak overall, although it is good in Year 5. In most classes, marking provides little guidance to pupils about how they might improve their work. In Year 6, in particular, errors such as in spellings and grammar are seldom brought to pupils' attention. There are too many examples of work left unmarked, most significantly in the combined Year 1 and 2 class, where pupils' books are also 'dog-eared' and tatty. Not enough is done to encourage pupils to take pride in the appearance of their work, except in Year 5. In many classes, poor presentation is allowed to pass without comment.
91. There are satisfactory procedures for assessing the level at which pupils are working, but little use is made of this information to set pupils individual targets to guide them to improvement. Again, the exception is in Year 5 where clear targets are set and are frequently reviewed. In this year group, pupils have a good understanding of how well they are doing and of how they might do better.
92. The leadership and management of English are satisfactory overall. The provision has improved satisfactorily since the last inspection. There are adequate arrangements for checking the quality of teaching and the curriculum. However, there is not a sufficiently sharp and analytical focus on how teaching and the range of learning opportunities help pupils to progress as they move up through the school. This is slowing the present pace of improvement to a level that is only just acceptable. ICT is underdeveloped as a means of promoting learning in English.

Language and literacy across the curriculum

93. There is satisfactory use of pupils' language and literacy skills to support their progress in other subjects. In addition to the opportunities provided in English lessons, some good writing opportunities are provided for pupils in Year 6 in history, and completed work is well presented. However, in the combined Year 1 and 2 class, there

are many missed opportunities for writing in subjects such as geography and history. There are some good examples of discussion to develop understanding, such as in religious education in Year 4.

French

94. French is taught to Year 6 pupils. Provision in this subject was sampled, but not enough evidence was gathered to make a secure judgement on the overall quality of provision. The evidence collected indicates that pupils' achievement is satisfactory. They successfully use basic oral French, for example, to ask each other their names and ages and to respond to simple questions from the teacher. They demonstrate satisfactory levels of comprehension, for example, as they play a listening game.
95. The teacher's model of French pronunciation and intonation is just adequate. The evidence indicates that the range of opportunities provided for pupils to develop skills in speaking and listening to French is satisfactory. Pupils enjoy activities such as listening games.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' results in the National Curriculum tests at the end of Year 2 improved significantly in 2004.
- The results of pupils at the end of Year 6 fell sharply in 2004.
- Pupils now in Year 6 are underachieving and standards are not high enough.
- There are examples of teaching challenging pupils well in Years 3 to 5.

Commentary

96. Pupils' results in the National Curriculum tests at the end of Year 6 in 2004 were below the national average. They were also below average when compared with the performance of other schools with pupils who had similar attainment at the end of Year 2. These results represent a sharp dip compared with the results in recent years, and are not as good as at the last inspection.
97. The results of pupils in the end of Year 2 National Curriculum tests are much better. These improved very well in 2004, having been well below the national average in 2003. The 2004 results were above average compared with those of other schools with pupils from similar backgrounds. They are much better than the results at the time of the last inspection.
98. Standards currently in Year 6 are much the same as indicated by the 2004 test results, and are below the level expected nationally across all aspects of mathematics. Pupils now in Year 6 are underachieving because of weaknesses in teaching, although those now in Years 3, 4 and 5 are achieving satisfactorily. Standards in Year 2 are presently at the level expected nationally in all strands of mathematics, and pupils' achievement is satisfactory in Years 1 and 2. The difference between the standards now in Year 2 and those indicated by the 2004 test results is largely a reflection of the natural variations found in the ability of year groups of pupils. There is

no significant variation in how well different groups of pupils, including those with special educational needs, achieve in each year group.

99. Although achievement is satisfactory in Years 1 and 2, there are missed opportunities to challenge pupils to higher levels of attainment. The level of challenge for pupils in Year 3 to Year 5 is better than in other years. This better challenge results from good features of teaching, most significantly in Year 5. However, in Year 6, the teaching does not challenge and stretch the pupils adequately.
100. The overall quality of teaching and learning is satisfactory, with strengths in Years 3 to 5, but it is unsatisfactory in Year 6. In Years 3 to 5, the rapport between the teachers and their classes is good, and the management of lessons is effective. The purpose of lessons is made very clear and lessons are taught at a good pace. Teachers in these year groups give clear explanations and conduct effective question and answer sessions, in particular developing pupils' competence in mental number work. Activities build appropriately on those already undertaken, and individual tasks are well matched to pupils' differing capabilities, such as when pupils in Year 3 solve problems related to money. Teaching assistants successfully engage the interest of lower attaining pupils and of those with special educational needs.
101. In Year 6, the activities are not well enough matched to pupils' differing needs and prior attainment, resulting in a low level of challenge. The amount of work recorded by Year 6 pupils this school year is also insufficient, which is in contrast, for example, to the situation in Year 5. There has been little focus this school year on shape, space and measures or on data, resulting in progress being slowest in these areas. There is little recorded work showing the use of calculators.
102. In Years 1 and 2, where teaching and learning are less effective than in Years 3 to 5, although satisfactory, activities are not sufficiently matched to pupils' differing needs. Expectations of the quality of pupils' recorded work are not high enough. Throughout all years, there is too little use of computers to support pupils' learning in mathematics, and this particularly restricts the development of skills in the analysis and interpretation of data. Although the mathematics curriculum is satisfactory overall, and includes attention to problem solving, there are too few opportunities for pupils to be involved in practical investigations.
103. The assessment of pupils' work in mathematics is satisfactory overall, including through the use made of marking in Years 1 to 5. However, marking in Year 6 is poor and much work is not marked at all by the teacher. Little guidance is given to pupils in Year 6 to tell them how to improve. Pupils in all years are set targets for improving their work, but the checking of how well pupils are progressing towards their targets is inadequate, except in Year 5.
104. The leadership and management of mathematics are satisfactory overall. The co-ordinator provides a good example for others in her teaching of the subject. However, much responsibility for checking the quality of provision has been retained by the headteacher and there has been too little evaluation of the effectiveness of teaching by the co-ordinator. The co-ordinator has, however, undertaken an effective analysis of pupils' performance in national and optional tests to identify strengths and weaknesses. The local education authority numeracy consultant has worked with the headteacher to diagnose some difficulties in relation to pupils' standards and aspects of teaching in specific years. Action is being taken as a result of this evaluation.

Improvement since the last inspection has been satisfactory, although there are weaknesses to be rectified in the provision for the oldest pupils in the school.

Mathematics across the curriculum

105. The use of mathematics to support pupils' progress in other subjects is satisfactory. Pupils in Year 6, for example, have opportunities to work out distances as part of their work in geography. Adequate use is made of mathematics to support learning in science, such as when Year 3 pupils work on forces.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 are better than at the last inspection.
- Pupils in Years 3 and 5 are taught well and make good progress as a result.
- In most years, insufficient use is made of assessment to ensure that all pupils are challenged, particularly those capable of higher attainment.
- Marking is unsatisfactory, one outcome of which is poor presentation.

Commentary

106. Pupils' results in the National Curriculum tests at the end of Year 6 in 2004 were close to the national average, and much the same as at the last inspection. The 2004 results were also broadly average when compared with the performance of other schools with pupils who attained similarly at the end of Year 2. Teachers assessed pupils' standards at the end of Year 2 as well above the national average in 2004.
107. The standards in the current Years 2 and 6 are at the level expected nationally. Almost all pupils have the depth of knowledge and understanding expected for their age across all strands of the subject. A small number exceed national expectations in all the aspects of science. Although the present standards of school work in Year 2 are much better than at the last inspection, they do not reflect the high standards indicated by the 2004 assessments. The reason for the difference between the present standards and those indicated by the 2004 assessments is, in part, a reflection of the natural variations found in the ability of year groups of pupils.
108. Pupils' achievement is satisfactory overall, although it is good in Years 3 and 5 where teaching and learning are better than in other years. There is no significant variation in how well different groups of pupils achieve in each year, and those with special educational needs do as well as others in relation to their capabilities. However, in all year groups except Year 5, the standard of presentation and of the written recording of science is a weakness. Pupils do not do well enough in this aspect of their work because of weaknesses in marking and in teachers' expectations of presentation.
109. The overall quality of teaching and learning is satisfactory, and it is good in Years 3 and 5. The only weakness in teaching in Years 3 and 5 is in low expectations of presentation in Year 3. In Year 5, for example, pupils in groups are set different targets, which are checked regularly by the teacher. This process helps the pupils to know how well they are doing and what they need to do next to improve. In Year 3, pupils are well supported in recording knowledge and understanding gained through

investigations. Specific and effective strategies are used to help those with weaker literacy skills.

110. In Years 3 and 5, work is well matched to pupils' differing needs, with varying levels of challenge for pupils of differing capability. The strengths in the teaching in Years 3 and 5 help pupils in these two years to reach standards that are above national expectations for their age. This is evident in the pupils' knowledge and understanding of life processes and living things, materials and their properties, and their skills in scientific enquiry.
111. In other year groups, insufficient use is made of assessment information to match work to pupils' differing needs and capabilities. For the most part, all groups of pupils are set the same work with little variation in the level of challenge. This is a concern, particularly in Year 6 where some average pupils are coasting and those with potential for higher attainment are not pushed on well enough.
112. Marking is unsatisfactory, except in Year 5. Untidy and poor presentation is allowed to persist and pass without comment. The weaknesses in marking reflect low expectations of handwriting, the quality of drawings and diagrams, and the spelling of scientific vocabulary. As at the last inspection, ICT is not used well enough to support pupils' learning. Pupils do not use computers to present work or for research. There are many missed opportunities to develop skills in literacy and ICT through work in science.
113. The leadership and management of science are satisfactory. The subject knowledge of teachers has been improved since the last inspection and there is now better attention to developing pupils' skills in scientific enquiry. There has been adequate checking of teaching and the curriculum. This monitoring has rightly identified the need for a more systematic approach throughout the school to writing investigations. However, it has not been rigorous enough in identifying and eradicating inconsistencies in the quality of teaching and learning, which continue to have a detrimental effect on achievement and standards, particularly in Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are underachieving and standards are not high enough in Years 2 and 6.
- Some good opportunities are provided for pupils in Years 3 and 5 in ICT lessons.
- Throughout Years 1 to 6, there is insufficient use and development of pupils' ICT skills across other subjects.
- The leadership and management of ICT are unsatisfactory.

Commentary

114. The standard of pupils' work is below the level expected nationally in all strands of the subject in Years 2 and 6, and is lower than at the last inspection. Pupils are underachieving because of weaknesses in teaching and learning in these two years.

115. In the case of Year 6 in particular, pupils' experience of ICT is piecemeal. In both Year 2 and Year 6, pupils have too few opportunities to develop their knowledge, understanding and skills at the level expected in using ICT applications. They have covered only a little ICT work this school year. For example, the recent experience of pupils in Year 2 has been restricted to basic aspects of word-processing. Although the school has encountered some difficulties with its ICT resources, these problems alone do not account for the underachievement. That there are weaknesses in teaching and in the range of learning opportunities in Years 2 and 6 is very clear when the situation in other year groups is considered.
116. Year 1 pupils taught in a class with Reception children and pupils in Years 3 to 5 have more consistent experiences of ICT than those in Years 2 and 6. As a result, the achievement of pupils in these other years is satisfactory. Pupils in Year 5, for instance, have had good experience in developing skills in graphic modelling and branching databases. Pupils in Year 3 are given good opportunities to gain skills in musical composition using ICT through well-structured activities that build well on each other.
117. The quality of teaching and learning is unsatisfactory overall, and has declined in Years 2 and 6. However, there are instances of teaching and learning that are satisfactory, and occasionally good. The main problem in Years 2 and 6 is the lack of teaching to consistently develop knowledge, understanding and skills. In the recent Year 2 work on basic word-processing, expectations of the standards all pupils are capable of attaining are only barely acceptable. Too little account is taken in this work of the range of pupils' needs in the class, and the Year 2 pupils do much the same work as those in Year 1 who are taught with them. Planning does not specify clearly enough the purpose of activities or how activities should build on each other. In one lesson for Year 2 pupils, the pace of learning was slow and pupils did not achieve the objectives of the work quickly enough.
118. Where teaching is effective, such as in Year 3, planning is much more thorough, with activities increasing in complexity to allow experimentation and the acquisition of skills. In a lesson with a music focus, some pupils made sufficiently good progress to demonstrate their work at a whole-school assembly the following day. Throughout the school, all pupils display interest and eagerness to learn ICT. Teaching assistants provide effective support, including demonstrating techniques for individual pupils.
119. The subject co-ordinator is an effective role model in her teaching. However, neither she nor the senior management team sufficiently check the quality of teaching and learning, for example through analysing teachers' planning and pupils' work. As a result, the school has not identified the weaknesses in specific year groups or taken action to rectify them, although there is clear recognition of the need to develop ICT across other subjects.
120. Until recently, weaknesses in the quality of the ICT facilities had created constraints on the development of the subject. However, the new computer room now provides a satisfactory resource for the development of the subject. The co-ordinator has recently introduced procedures for the assessment of pupils' progress in developing ICT skills, but these are not yet fully in place and supporting learning across the school. Improvement since the last inspection has been unsatisfactory.

Information and communication technology across the curriculum

121. The use of ICT to support pupils' progress in other subjects is underdeveloped and unsatisfactory. Classroom computers are still underused, as at the last inspection. In most lessons, no use is made of them, which is unsatisfactory, although there are some exceptions. Some pupils in Year 3, for example, have made effective use of a program that helped them to decide the sets of coins needed to buy toys at particular prices.

HUMANITIES

Geography and History

122. Provision in geography and history was sampled through lesson observations, analysis of pupils' work and scrutiny of teachers' planning. Discussions were also held with pupils and with the humanities co-ordinator. Not enough evidence was gathered to make secure overall judgements on provision in these subjects.
123. In the aspects of work for which evidence was available, standards in geography in Years 2 and Year 6 are below the level expected nationally, as they were at the last inspection. In history, standards are at the expected level in Year 6, but they are below national expectations in Year 2. This is not such a strong picture as at the last inspection when standards in history were above national expectations in Year 6.
124. The evidence indicates that there is still patchy and thin coverage of the curriculum, particularly in geography, that prevents standards from being higher. Pupils record too little work at the expected levels in both geography and history. There are gaps in the knowledge and understanding of Year 6 pupils, which reflect unsatisfactory progress in geography over time. Even so, there are some examples of satisfactory, and even good, teaching in these subjects.
125. Teaching and learning were satisfactory in a geography lesson in Year 3. Pupils were given appropriate opportunities to develop research and enquiry skills as they used books and computers to gather information about weather conditions in a given country. They successfully compared the weather conditions in these countries with those in Britain.
126. In a history lesson in Year 5, teaching and learning were good. The teacher organised an effective practical research activity using texts and pictures of life at sea in Tudor times. Effective use of varied and well-prepared resources, as well as challenging questions, maintained pupils' interest and moved learning forward at a good pace. Independent learning and collaboration in groups were promoted well as pupils collated information and shared the facts they had found with the class.
127. An interesting range of learning opportunities makes history meaningful for pupils and helps them to develop awareness of how people lived in the past. Resources, visits and visitors to school enhance pupils' learning and bring history to life. For instance, pupils in Years 3 and 4 visit a Tudor manor. Similarly, a theatre workshop enriches learning about the Victorian period, and the use of artefacts brings learning to life when pupils study toys from the past in Years 1 and 2.
128. There are some satisfactory examples of the work in history supporting and developing skills in literacy. Pupils write letters in role, such as from an evacuee to his or her mother, and factual reports from the point of view of people in the past. However, there is little use of ICT to support the development of enquiry skills in both

geography and history. Arrangements for assessing pupils' attainment and progress in geography and history are being introduced, but are not yet established.

129. The role of the co-ordinator of both subjects is underdeveloped. There are weaknesses in the checking of provision, which prevent improvement from taking place at a better pace, particularly in geography. Nevertheless, the curriculum for geography is presently under review as gaps in the learning opportunities have rightly been identified. Satisfactory arrangements have been put in place for the co-ordinator to check pupils' work to ensure that geographical and historical skills are being taught. However, the monitoring of provision has not so far been rigorous enough in identifying the weaknesses in the teaching, particularly in Years 1 and 2.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Learning in religious education makes a good contribution to pupils' spiritual development.
- Visits to places of worship enrich the curriculum and strengthen pupils' knowledge and understanding.
- Opportunities for pupils to record their work are inconsistent and not always sufficiently effective in deepening knowledge and understanding.
- Marking is unsatisfactory and one result is that work is untidy and poorly presented.

Commentary

130. Standards in Years 2 and 6 are at the level expected by the locally agreed syllabus, which is an improvement since the last inspection. The achievement of all groups of pupils is satisfactory, including that of pupils with special educational needs. As a result of relating their learning about religion to their own lives and experiences, by Year 6, pupils show good respect and tolerance for the values and beliefs of others. Throughout Years 1 to 6, pupils' learning in religious education plays a good part in their spiritual development and makes a strong contribution to the harmonious relationships throughout the school.
131. The overall quality of teaching and the curriculum is satisfactory, promoting satisfactory learning. Teaching is secure and accurate and successfully develops pupils' knowledge and understanding of religious education as pupils move up through the school. Visits reinforce the learning in lessons, bringing the subject to life and helping pupils to see that religion is important to many people around them. Following a visit to a mosque, for example, Year 6 pupils were able to talk at length about Muslim prayer and the importance of ritual washing. Similarly, a visit to the local church in Year 5 led to a good discussion about the 'sacredness' of some Christian artefacts and of 'special' objects in their own lives.
132. There is inconsistency in teachers' expectations of how pupils record their knowledge and understanding. In Years 3 to 5, work is recorded in a variety of interesting ways, for example through writing factual reports, prayers, little books, cards and the completion of occasional worksheets. Good links are made with other subjects, such as art and design, so that pupils use paintings and make puppets to illustrate religious

stories and also to reflect on their own experiences. The links with art and design are particularly helpful for pupils with special educational needs and those who find writing difficult. Music is used effectively as a stimulus for reflection.

133. In other years, not enough work is recorded. In Year 6, there are missed opportunities for pupils to write at length and deepen their knowledge and understanding of religion by doing so. Pupils in Years 1 and 2 have not recorded much work this term. Because there are too few opportunities for recording new learning, pupils in Years 1, 2 and 6 are not being consistently pushed on as well as they should be. As a result, too few pupils in Years 2 and 6 develop knowledge and understanding at a higher level than expected by the locally agreed syllabus.
134. There is some good teaching that promotes a good balance of learning facts about religion and developing understanding that pupils can apply to their own lives. In Year 4, for example, the teacher used pupils' learning about Muhammad receiving God's message in a cave, to develop their thoughts on places that have special meaning for them personally. Effective, sensitive questioning, good use of recorded music, and opportunities to draw, all led to thoughtful responses and deepened pupils' spiritual awareness.
135. The standard of presentation of pupils' work is unsatisfactory, except in Year 5. This is because teachers' expectations, in this respect, are too low and marking is inadequate. Pupils are not given enough feedback about the quality of their work to tell them what they have done well and what they need to do to improve it. Poor presentation is allowed to pass without comment.
136. The leadership and management of religious education are satisfactory overall. The co-ordinator has provided good guidance to support teachers in using a range of teaching, including the use of more varied ways of recording for pupils. There has been adequate checking of teaching and the curriculum, which has resulted in satisfactory improvements in provision since the last inspection. However, teaching is still not closely enough monitored to identify specifically how to improve the quality of pupils' learning and to eradicate the inconsistencies across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in design and technology, music and physical education was sampled. Some lessons were observed, pupils' recorded work was analysed, and discussions were held with the subject co-ordinators. Not enough evidence was gathered to make secure judgements on the overall quality of provision in these subjects.

Design and technology

137. The work completed by Year 6 pupils indicates that they are not sufficiently challenged. Their work this school year is of a lower standard than that completed when they were in Year 5. In Year 5, they produced effective records of their design and technology experiences, for instance the design, making and evaluation of various types of biscuits. Pupils in Year 6 are currently underachieving because they do not have enough opportunities to record their design and technology experiences in a systematic way. The quality of recording of the recent project in which Year 6 pupils designed, made and evaluated a slipper, for instance, is unsatisfactory. However, pupils in Year 5 are achieving well as they learn about the working of cam

mechanisms, and those in Year 4 make good progress in understanding how to construct different kinds of electrical switches.

138. Teaching and learning were good in the two lessons observed, in Years 4 and 5. In these lessons, teachers had good rapport with pupils, provided clear explanations and conducted effective question-and-answer sessions. As a result of these strengths in teaching, pupils were very attentive and responded with interest to the work provided for them, making a good effort with the activities. Demonstration was effective, for example, of how cams and switches work. Time was well used in lessons to ensure good progress by pupils.
139. The co-ordinator has held responsibility for the subject only since the start of this term. His role in leading and managing the subject is currently underdeveloped. The problem is that pupils' standards of work and the quality of teaching and learning in design and technology are not being systematically checked. As a result, pockets of underachievement are not being eradicated. However, the headteacher has identified weaknesses in the marking of the work of pupils in Year 6 and has taken some action on this.

Music

140. In a lesson taught by the headteacher, pupils in Year 6 worked at the level expected for their age. Through listening to examples of opera, operetta and musical performances, the pupils developed a secure understanding of how different elements of a song are combined. They made good progress in learning about vocal timbres, in identifying textures in music, and in increasing their musical vocabulary because teaching in this lesson was good. What made the teaching and learning effective was the way in which each activity built well, and at a good pace, on what pupils had already done.
141. Pupils who are members of the singing club sing well. Their singing is tuneful and clear, and shows good attention to the atmosphere and the content of songs. During a class assembly, Year 3 pupils shared a wide range of musical experiences with the rest of the school and parents. The vast majority of them successfully performed on an instrument.
142. The school has become more involved in musical activities in the community since the last inspection, for example through carol singing at Christmas. All pupils in Years 3 and 4 now have the opportunity to learn the recorder, which helps the school to identify the pupils who may have particular talents. There are also opportunities for parents to pay for their children to have lessons in guitar, brass and woodwind instruments.
143. The leadership and management of music are satisfactory. There has been satisfactory development of music since the last inspection. The headteacher, in her role as co-ordinator, provides a good example in her teaching of music.

Physical education

144. The standard of pupils' work in a volleyball lesson in Year 6 was at the level expected nationally. Pupils demonstrated the competence and skill expected for their age in controlling the ball and in working as part of a small group. The pupils' achievement in this lesson was satisfactory.
145. In Year 5, standards are above the level normally found at this age in dance and gymnastics and pupils are achieving well. Pupils do well in Year 5 because they

experience good teaching and the teacher has high expectations of the standards they are capable of attaining. In a Year 3 lesson, pupils also did well in creating movements to accompany a poem. The strengths found at the last inspection in pupils' work in Years 3 and 5 have been maintained.

146. Insufficient evidence was gathered to make a secure judgement on the standards in Year 2 or on the overall achievement of pupils in Years 1 and 2. Year 1 pupils taught in the combined Reception and Year 1 class performed at the level expected for their age in a dance lesson. They showed satisfactory awareness of space and moved confidently and imaginatively in response to music. In all the lessons seen, pupils with special educational needs achieved as well as others. There is no longer any evidence that girls do better than boys in the lower years.
147. The evidence indicates that the overall quality of teaching and learning in physical education is satisfactory. There is also evidence that pupils in Year 5 are taught consistently well. The quality of teaching and learning in a Year 5 dance lesson was very good. The teaching of physical education in this class is very well organised and focuses clearly on what the teacher wants pupils to learn. Pupils rise very well to the challenges provided and enjoy the physical activities, spontaneously smiling as they work.
148. Physical education is co-ordinated by the deputy headteacher. She sets a good example for others in her teaching of physical education and gives satisfactory informal support to her colleagues. The indications are that the subject is satisfactorily managed and that there are good features to the leadership. The deputy has done much to develop the enthusiasm of staff and pupils for physical education since the last inspection, and has increased the school's involvement in sporting events. Pupils' participation in sporting activities outside the normal school day has also helped to increase the involvement of parents in coming into school and supporting school events.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 5 make good progress and produce examples of work above the level expected nationally for their age.
- There is not a sharp enough focus on the consistent development of pupils' knowledge, understanding and skills as they move up through the school.

Commentary

149. The standard of pupils' work in art and design is at the level expected nationally in Years 2 and 6, and is better than at the last inspection. Pupils in Year 2 have developed confidence and competence in working in a variety of materials. They know, for example, that in observational drawing, they should look carefully and record what they see. They have a satisfactory awareness of pattern. A few higher attaining pupils have produced some work of a good standard, such as in their paintings of scenes.
150. Year 6 pupils have produced only a little work so far this school year. In the work completed, they show the expected awareness of the overall visual effects achieved in

their designs of tiles, and understand the process of printing a tile using several colours. Their drawings of manikins, and also of cubes in the style of Escher, are of the standard normally found at this age.

151. The overall quality of teaching and learning is satisfactory. As a result, all groups of pupils, including those with special educational needs, achieve satisfactorily. However, in Year 5, teaching and learning are good and the standards are higher relative to the age of the pupils than in other years. Pupils do well in Year 5 because the teacher has high expectations of the standards all pupils are capable of attaining. Skills and techniques are taught well, such as when pupils design Greek urns or explore approaches to painting. Pupils' sketchbooks are carefully marked, so that pupils are given praise and encouragement and also indications as to how they might improve their work.
152. Although pupils in other years are given experience of a satisfactory range of activities, there is not a sharp enough focus on the consistent development of pupils' knowledge, understanding and skills over time. This is a main reason why pupils do not do as well in Years 1 to 4, or in Year 6, as they do in Year 5. In general, teachers do not plan carefully enough to develop specific skills and techniques in individual projects or to ensure that the work in one year builds securely on that covered in the previous year.
153. The use of assessment to support learning in art and design is still unsatisfactory. There are no whole-school procedures for recording the development of knowledge, understanding and skills. Although marking is good in Year 5, it is ineffective in most other years. In Year 6, for instance, marking adds nothing to pupils' learning. Comments in pupils' sketchbooks are often irrelevant or inappropriate, and are even scribbled across pupils' work, which is unsatisfactory.
154. The leadership and management of art and design are satisfactory. The provision is better than it was at the last inspection, but further work is required to ensure that pupils in all year groups are challenged fully. The co-ordinator has held responsibility for the subject for little over a month. He is still developing his awareness of the quality of provision, but has been able to use the checks of pupils' sketchbooks undertaken by the previous post-holder. He rightly recognises, for example, that there is a need to develop the display of pupils' work in art and design and to increase pupils' awareness of the work of famous artists. He is aware that work in art and design should contribute more to pupils' spiritual and cultural development. There is still little use of computers to support pupils' learning in art and design, and this area has not developed well enough since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

155. Provision in this area was sampled. No specific lessons were seen and not enough evidence was gathered to make a secure judgement about provision.
156. The evidence indicates that the school's programme for personal, social and health education is satisfactory and has some good features. It includes work on diet, health, sex and relationships education, and the dangers of drugs misuse, as well as personal safety. This programme helps pupils to develop a safe and healthy lifestyle, gain confidence and develop satisfactory relationships. Pupils' involvement with the School Council provides an adequate opportunity to experience democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 4 |

| | |
|--|----------|
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 5 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 4 |

| | |
|--|----------|
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).