

INSPECTION REPORT

BLOXHAM PRIMARY SCHOOL

Bloxham, Near Banbury

LEA area: Oxfordshire

Unique reference number: 123098

Headteacher: Mr J Legg

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 7-10 October 2002

Inspection number: 248425

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Taylor
Date of previous inspection:	20 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G D Timms	Registered inspector	Information and communication technology Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught? How well is the school led and managed?
9505	Mr D Haynes	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with parents? Staffing and accommodation. Finance.
23453	Mrs C Cressey	Team inspector	Mathematics Design and technology Citizenship	How good are the curricular and other opportunities offered to pupils?
11419	Mrs J Underwood	Team inspector	Foundation Stage Music Religious education	Spiritual, moral, social and cultural development.
19774	Mrs M Docherty	Team inspector	English Art and design English as an additional language Special educational needs	
30000	Mr J Tresadern	Team inspector	Science History Geography Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bloxham CE Primary School is bigger than the average primary school. It serves a largely rural area and takes pupils from the term in which they are five until they are eleven years of age. There are now 292 pupils on roll; 11 children are part time in the reception year and a further 21 under fives are due to join at the start of the next two terms. Five per cent of the pupils come from minority ethnic groups although few have English as an additional language. In addition, 7 per cent of the pupils are from Traveller or fairground backgrounds. Attainment on entry is broadly average although there is a wide range of ability and most children have had pre-school experiences, such as playgroups or nursery schools. Twenty four per cent of the pupils are on the special educational needs list and this is broadly in line with the national average; five pupils have statements of special educational need and this is also broadly average. The main needs are for visual impairment, learning difficulties, and behavioural difficulties. The pupils come from a range of social backgrounds and largely from supportive homes. The number of pupils who join or leave the school at times other than is usual is high in some year groups. A below average proportion of the pupils is entitled to free school meals although this is steadily growing.

HOW GOOD THE SCHOOL IS

This is a good, rapidly improving school. Standards are satisfactory overall but rising and a good proportion of the pupils attain levels above those expected. The quality of teaching is good with a significant proportion that is very good or excellent. The leadership and management of the school are good and have been significantly strengthened by recent appointments to key staff. The school provides satisfactory value for money.

What the school does well

- Standards in mathematics are above average throughout the school. Standards in history and in art and design are above those expected by the end of Year 6, while in geography, standards are above expectations by the end of Year 2.
- The quality of teaching is good overall and a significant amount is very good or excellent.
- The attitudes of pupils towards school are very good. Their behaviour is very good and this is having a positive impact on standards.
- The headteacher and key staff have worked hard since the last inspection to raise standards and address any underachievement.
- The provision for pupils' social and moral development is good.

What could be improved

- Pupils' standards in writing are not high enough. They do not have enough opportunities to use their good reading skills for research purposes.
- The subject leaders for non-core subjects do not have a sufficiently developed role.
- The governing body does not have a well-developed system for gathering information, monitoring, and evaluating the work of the school including health and safety matters.
- Pupils' attendance is well below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had its last full inspection in March 2000. At that time, the school was found to be underachieving. Since then, the level of improvement has been good. The key issues identified have been largely addressed over the last two years. The role of the subject leaders for English, mathematics, science, and information and communication technology (ICT), have developed and this is having a positive impact on standards. There is less underachievement in these subjects and standards have risen. The resources, teaching and learning in ICT have been particularly successfully addressed. Issues regarding pupils' reports and the work of the governing body have been addressed satisfactorily given the time scale in the action plan, but more remains to be done. Many of the issues regarding health and safety remain to be addressed. The school has a good capacity to improve further.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the last inspection in 2000 the school has worked hard to reduce the level of underachievement. Although standards still lack the consistency needed, the evidence of this inspection indicates that, with the good teaching and well-planned curriculum now in place, achievement is often good and standards should continue to improve significantly.

Overall, children make good progress in the Foundation Stage. When they begin Year 1, the majority have levels of attainment in the nationally agreed areas of learning that are in line with those expected. The national tests for the end of Year 2 in 2002 showed that results in reading and writing were lower than in the previous two years while the steady improvement identified in mathematics continued. The results showed that there had been satisfactory progress overall given the same pupils' lower attainment on entry to the school in 1999. The national test results for the Year 6 pupils in 2002 fell when compared to those in 2001 in English and mathematics. This was due to the year group having a high proportion of pupils with special educational needs. In addition, over 30 per cent in the cohort had joined the school since they were seven years old. Even so, the results were the same as schools with pupils from similar backgrounds in English, better in science, though not as good in mathematics. The targets set by the school were not met, especially in mathematics, but the recent improvement in assessment and tracking procedures means that the targets are based appropriately on pupils' prior attainment and reflect more challenging expectations.

The current standards in the school, as judged from the inspection evidence, are similar to those reflected in the tests. The present cohort of pupils in Year 6 also contains a high proportion of pupils with special educational needs. The present Year 6 has a significant proportion from Traveller families whose attendance is more irregular, making it difficult to predict accurately their possible attainment in the tests. Standards in mathematics, art and design, and history are above average in the junior classes, while English, science and the non-core subjects are broadly average. In the infant classes, standards are above average in mathematics and geography. Standards are about average in English, science, and the other non-core subjects. However, these standards do not reflect the good and very good progress evident in lessons due to the improved teaching and learning, especially in ICT, English, and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and interested in their work. They work hard to do their best.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved in most lessons and this has a very positive impact on their learning.
Personal development and relationships	Good. Relationships are very good and pupils demonstrate a good level of responsibility when given the opportunity.
Attendance	Poor. The overall attendance is well below the national average.

Pupils have very positive attitudes towards school. They show pride in their achievements and concentrate hard in lessons. Relationships between pupils, and between adults and pupils, are very good. The poor attendance is

largely due to the high proportion of families who do not always notify the school if pupils are leaving although the school needs to do more to address the levels of attendance.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good, with a significant proportion that is very good. Numeracy skills are taught well and are used effectively in other subjects. The basic literacy skills of reading and writing are also well taught and used in other subjects. Not enough is done to provide the more able and older pupils with opportunities to use their skills in complex research or in writing tasks.

The consistently good teaching throughout the school results in good progress being made by the majority of pupils in most subjects. This includes those with special educational needs, English as an additional language and those from Traveller or fairground backgrounds. A significantly high proportion of the teaching observed during the inspection was of very good or excellent quality; this finding points to the improvements made since the last inspection being built on in the future. The major strengths are to be found in the very good relationships built up between pupils and adults, the very good support offered by the teaching assistants and the skilful use of a range of appropriate methods by teachers as appropriate for the purpose of particular lessons. Where the teaching was weaker this was due to less positive relationships resulting in pupils' attitudes being less good and tasks set not being appropriate for all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of broad and balanced learning opportunities appropriate for the ages and abilities of the majority of the pupils.
Provision for pupils with special educational needs	Good. The support provided within classes, together with the teaching targets the pupils' specific needs is of good quality, and results in good progress being made against their prior attainment.
Provision for pupils with English as an additional language	Good. All pupils, including those from Traveller or fairground backgrounds, are effectively included in lessons and teachers ensure they have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. The provision for pupils' social and moral development is good and this has a positive impact on their behaviour and relationships.
How well the school cares for its pupils	Satisfactory. The assessment system and procedures have been recently improved and the teachers now have a better picture of how well pupils are doing, especially in English, mathematics, and science.

The provision for the pupils with statements of special educational need is very good and they are very effectively supported to enable them to take a full part in school life. Parents contribute to the school well and the support they offer for their children is good. The school provides sufficient information for parents but there is a weakness in the way it is presented. The provision of extra-curricular activities is satisfactory with very good residential visits for a substantial number of junior pupils. The achievement of pupils with English as an additional language is not routinely or specifically monitored sufficiently and the school cannot be certain that pupils are achieving as well as they should. The school is developing satisfactory procedures to combat racism.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The improvements since the last inspection have been effectively led and managed and recent appointments of senior staff have had a positive impact on the improved standards.
How well the governors fulfil their responsibilities	Satisfactory. The work of the governing body is improving and there is an appropriate committee structure, but more needs to be done to hold the school to account.
The school's evaluation of its performance	Satisfactory. The school is tracking the attainment of year groups and analysing test results but has not yet introduced the planned development of tracking individual's progress.
The strategic use of resources	Satisfactory. The budget available is linked to the school's identified priorities and specific grants are used appropriately.

The provision of teaching staff is good. Reductions in teaching assistant time have meant that some teachers are not supported as well in the afternoon. There are weaknesses in resources in a number of subjects but the school has appropriate plans in place to address most of these. The accommodation is good and the outdoor facilities have a positive impact on teaching and learning. Weaknesses in the management of the school at the last inspection have been successfully addressed. The school is getting better at achieving best value in all aspects of its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour is good. • They feel comfortable approaching the school with questions or problems. • The school has high expectations of pupils' work and achievements. • The school is helping their children become more mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework provided. • The information they receive about how well their children are getting on. • The school working more closely with parents. • The leadership and management of the school. • The provision of extra-curricular activities.

The findings of the inspection support the parents' positive views about what pleases them most. The homework provided is of satisfactory quantity and appropriately supports the class work. The school needs to do more to address parents concerns about information about how their children are doing and to work more closely with them through regular contact and improved quality of information. The leadership and management of the school have improved since the last inspection and has been strengthened by recent appointments of the deputy headteacher and other senior staff. The provision of extra-curricular activities is broadly typical with three very good residential visits each year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the reception class, the early assessment of their attainment, together with the inspection evidence, indicates that the knowledge skills and understanding of the majority of them are broadly in line with those expected for their ages. The older pupils who start school in September often display better than expected skills that reflect their maturity. The attainment on entry of pupils has changed over recent years and is not as high as it once was, although most year groups display a range of abilities. By the end of the Foundation Stage the majority of the children have reached the early learning goals expected for the start of Year 1 in all areas.
2. The national test results for Year 6 pupils in 2002 fell when compared to those in 2001. However, the 2002 cohort contained over 50 per cent with special educational needs, many of whom made at least satisfactory progress, and over 30 per cent who joined the school since Year 2, many from Traveller families whose schooling had been disrupted. Overall, the results have improved since the school was last inspected and found to be an underachieving school. Standards have risen overall and the school has made good progress in addressing weaknesses in standards since the 1999 results.
3. Standards have risen and are rising steeply due to the much improved quality of teaching and learning found in the school. Recent changes to staffing, including to senior management posts, have strengthened the team very effectively and this is already demonstrated in the lessons observed. The lack of schemes of work has been addressed and the planning is now much better focused on raising standards and ensuring pupils' are taught at an appropriate level given their prior attainment. The National Literacy and Numeracy Strategies have been successfully introduced and the school has focused on mathematics recently in a successful attempt to raise standards. The school has identified writing as the next focus for improvement and the findings of the inspection support that priority.
4. The current position in Year 2 is that standards in reading have been high for a number of years. Standards in mathematics have risen recently, but standards in writing have remained below those expected for their ages despite the recent efforts put in to raising standards. Standards in speaking and listening are very good and the majority of the pupils are confident and fluent speakers.
5. Inspection evidence indicates that the standards in Year 2 and 6 are improving sharply especially in English, science, and ICT. Reading standards are still at a high level and the current writing standards have improved and are likely to be closer to the national average than they have been in the past in the next national tests. In the infant classes, current standards in mathematics and geography are above those expected. In English, science and the non-core subjects, standards are broadly in line with those expected. There was not enough evidence to make a judgement about standards in religious education. In the junior classes, standards are above those expected in mathematics, art and design, and history. Standards in the other subjects are broadly in line with those expected, although not enough music was seen to make a secure judgement about standards. The strengths in mathematics reflect the focus on the subject over recent years, while in art and design standards are high due to the way pupils are encouraged to develop their ideas exploring and using a range of different techniques. In history, standards are good due to teaching, which actively involves pupils in their work and motivates them very effectively.
6. The school has a significant number of pupils with special educational needs. This has an inevitable impact on the overall standards achieved when compared with the national average and with similar schools. Fifty per cent of the Year 6 pupils who took national tests in 2002 had special needs, many with needs relating specifically to their learning and others with emotional and behavioural difficulties. While many of these pupils achieve levels that are below expectations for their age, they do, through well-planned support, make good and sometimes very good progress, achieving levels of attainment that are at least satisfactory and consistent with their capability. This is due to the quality of teaching and support they experience. Progress in subjects other than English, mathematics and science is also good, particularly where practical and visual activities enhance learning, for example in art and design, ICT, design and technology and physical education. In these subjects, pupils work with great attention and use skills often as well developed as those of their classmates. During the week of inspection pupils demonstrated poor library skills overall. One group was unable to find out whether there were any books available on the life of Martin Luther King

although one pupil brought in a piece of work on Martin Luther King, researched at home, as he was unable to unearth such material in the library resources. Many children are able to access the Internet at home, but others do not have such resources to assist their studies. All pupils, particularly higher attaining pupils, are not yet encouraged to develop their more advanced research skills. For example, there was little evidence of pupils being given the opportunity to write about personal experiences, to argue a case from a particular perspective or take a stand on a moral issue.

7. The standards of pupils with English as an additional language and those from ethnic minority backgrounds are not routinely monitored, leading to some uncertainty about how well they are achieving. The evidence of the inspection is that these pupils are making similarly good progress to their peers. In particular, pupils who have joined the school speaking little English have been well catered for and are making very good progress overall. Although girls tend to do better than boys in English while boys do better in tests for mathematics and science, the inspection evidence provided no discernible reasons for this and the present good and very good teaching is enabling all pupils to make good progress. A high percentage of Traveller children are not attaining nationally expected levels appropriate for their age and this is due, particularly, to their low attendance. The majority of these pupils are on the list of special educational needs because of this low attainment. National test results as they apply to Travellers are unreliable because of the number of pupils who were absent on the day of the tests.

Pupils' attitudes, values and personal development

8. The pupils' attitudes, values, and personal development are very good and contribute well to the positive learning environment that exists within the school. The school's aims and values are appropriate and contribute greatly to the positive atmosphere in the school. This is an improvement since the previous inspection and is now one of the school's major strengths. Pupils are keen to enter school and settle quickly into the daily routine without undue intervention from the class teacher. During nearly all lessons pupils concentrate well and show enthusiasm.
9. Pupils with special educational needs have positive attitudes to learning. This is due to the encouraging support and careful planning which allow these pupils to rise to challenges in lessons with confidence and a high level of self-esteem. Pupils with profound learning needs are given the opportunity to contribute. Pupils are aware of the progress they make because of the targets identified in their individual education plans. These targets are appropriate and achievable because they are informed by very careful assessments and discussion with staff, parents and outside agencies.
10. Bilingual pupils' responses in lessons are good. They are as enthusiastic and as keen to learn as their classmates, and often contribute to other pupils' learning. For example, one pupil noticed that the Spanish word for "happy" or "content" is "contento", and for "mathematics" is "matemático", and was pleased to make the connection. The same child read a traditional story in Spanish to a younger class and his family contributed to information about Ecuador in the work in geography on locations beyond the UK. This opportunity to share first-hand experience and knowledge not only enriches learning but also acknowledges pupils' cultural and linguistic heritage and prevents stereotypical ideas about minority groups.
11. Traveller pupils are well integrated in classes. They work with enthusiasm alongside their classmates. Many work with extra support from teaching assistants and with this support are able to achieve the lesson objectives and targets in their individual education plans. Pupils travelling with the fairs are supported through the local authority support service with learning packs that the schools help to provide. In this way, children find it easy to return to their school classrooms at the end of the season. Relationships with classmates are good and they do not experience exclusion from friendship groups or name-calling. In the week of inspection, they contributed well in lessons and made good progress.
12. Behaviour is very good. On few occasions is it necessary for pupils to be reminded of the rules. Starting in the reception class and continuing throughout the school, the teachers' expectations of pupils' behaviour are high and the pupils live up to these expectations most of the time. Behaviour in lessons is very good though the standard varies with the quality of teaching. Behaviour around the school, in assemblies and at play is very good. This reflects on the consistent application of the school's behaviour policy. No incidents of bullying or oppressive behaviour were seen and this type of behaviour is not reported as a problem by either parents or pupils. The school is an orderly community, each class creating their own class rules within the school's code of conduct. There is no evidence of vandalism. Learning resources and property are treated with respect. Pupils show a natural courtesy to adults, which was well demonstrated by pupils from all year groups as they walk about the school and during lunch times. Pupils relate very well to each other

and to all members of the teaching and non-teaching staff. This was particularly evident when, without prompt, Year 5 pupils thanked the visiting music teacher at the end of the lesson. There were many examples of collaborative working during lessons. Pupils were at ease expressing their feelings to members of the inspection team; this was particularly evident during informal discussions with pupils when they talked about their likes and dislikes and about behaviour of children around the school. Award assemblies are held regularly where individual pupils receive recognition with the awarding of certificates for improved attitude or performance.

13. The school offers a limited range of opportunities for pupils to take on responsibility for the day to day running of the school. These include taking the registers to the office and older pupils helping the younger pupils after lunch. However, there is no school council or 'buddy' scheme. Individuals and groups of pupils are asked to contribute during assemblies. Levels of inclusion are good. Years 4, 5 and 6 have the opportunity to go on a residential visit and this is greatly enjoyed by the pupils who attend and provides very good social and personal development. The school supports local and national charities and pupils are aware of those less fortunate than themselves.
14. For the reporting period overall attendance is well below the national average, and is worst than that found at the previous inspection when attendance was satisfactory. On investigation, it is clear that attendance is adversely affected by a particular group of pupils on the school roll. The attendance of the other pupils is close to the national average. There were three fixed period exclusions during the reporting period involving two pupils and the correct procedures were followed.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching, taking into account the scrutiny of pupils' work as well as the teaching observed, is good with a significant amount that is very good or excellent. The quality of teaching has improved since the last inspection when 5 per cent of the teaching was unsatisfactory and only 16 per cent was very good or excellent. At this inspection, only 1 per cent of the teaching was unsatisfactory and 38 per cent was very good or excellent. There is good and very good teaching throughout the school.
16. The present team of teachers is very hard working. They are knowledgeable about their pupils and their individual needs. The year groups plan together well and they are assisted by the good quality teaching assistants who provide teachers with a valuable resource which they deploy largely effectively. At times, teaching assistants are underused during whole class teaching sessions. Communication between teachers and the teaching assistants is good and the information about pupils' progress shared, especially for the less able, is often used effectively in planning.
17. The quality of teaching in the Foundation Stage is consistently good. The teacher has a secure understanding of the early learning goals and makes sure any adults who work in the classroom are also aware of these goals. Lesson plans and schemes are clear with appropriate learning objectives based on the early learning goals. Day-to-day assessment informs planning so that the teacher can ensure work matches the needs of all the children. The teacher has very good knowledge of the needs of children in the early years and the curriculum to meet those needs. Themes are carefully planned and linked, where possible to visits or visitors. There is a good range of activities to reinforce children's learning and develop their language. Questions are used effectively to encourage children to respond. The teaching assistant works closely with the teacher and provides very good support. Expectations of the children's behaviour are high and they are beginning to respond well to these expectations. Very good relationships with the children are developing. Praise and encouragement are effective in motivating the children to achieve and in promoting acceptable behaviour. Attractive displays help to provide a bright interesting environment in which learning is encouraged. In the reception class, the importance of play and first hand experiences are recognised. This has a positive effect on the progress children make towards the early learning goals and provides a firm foundation for learning in Key Stage 1. Activities are well organised and encourage children to play together and to learn through play. Parents are encouraged to be involved in their child's learning through reading and sharing books. Liaison with parents is good. Booklets are provided to give guidance about hearing children read, handwriting, and other aspects of school life. Parents also help within the classroom and accompany children on visits.
18. In the infant and junior classes, the good quality teaching has a very positive impact on the pupils' learning in all subjects. The teachers' planning is very effective and in the majority of lessons ensures that tasks are matched correctly to pupils' prior learning, giving them opportunities to both consolidate what they know

and also to provide challenging new work to take their learning further. The teachers' planning in the infants mixed age classes is equally effective in ensuring pupils cover the appropriate curriculum for their ages. In a few lessons, activities were not always fully appropriate for all of the pupils. This tends to happen where the subject, such as physical education, has not been a recent focus for development, and teachers' own subject knowledge and expertise is less secure.

19. The teachers assess pupils' work regularly and mark it, ensuring that comments, especially in English, mathematics and science, are appropriate to help pupils understand what they need to do to improve. The assessments of lessons and attainment are yet to be used consistently in planning future work but the teachers have moved a long way since the last inspection to create and introduce the present systems. The provision for homework is broadly satisfactory and covers a typical range of reading, writing, numeracy, and occasional topic work.
20. Teaching for pupils with special educational needs is good. The teachers are aware of pupils' needs and support them well. Targets in their individual educational plans are drawn up after careful assessments and they inform planning. Teaching assistants know what these targets are and understand the lesson plan, so they can fully integrate pupils into the learning and help them achieve the lesson objectives. Pupils are generally given the opportunity to work with the whole class as new ideas are presented. They then work with the teaching assistants in the classroom or outside where a closer focus on aspects of the work can be achieved. In this way pupils with special needs, who may need more time, further explanation or practice, are well supported and can often contribute to the review of the lesson which all pupils in class take part in. A good example of this is found in the work of the support assistant for visually impaired pupils. Careful records of their work and level of understanding allow staff to plan their next steps.
21. Provision for pupils learning with English as an additional language is good and they make good progress. This is due to the effective teaching they experience which is often practical and visual, allowing pupils who are less confident users of English to have good access to the meaning of the lessons. Teachers use whiteboards well and explain tasks carefully, which benefits all pupils, but particularly those who need additional support to understand the English. Teachers bring in real artefacts for pupils to hold, which reinforces the new vocabulary to which they are being introduced. Much of the teaching is practical and visual, and consequently allows Traveller pupils of lower attainment to have full access to ongoing work. Classroom assistants give good support, drawing on their understanding of the lesson objectives and pupils' individual targets. Where poor attendance leaves gaps in Traveller pupils' knowledge of the ongoing work, staff ensure that pupils are given enough support to catch up with their classmates. Teachers' grouping strategies in lessons also allow staff to give well targeted support and help pupils make the progress they are capable of. The use of good questioning skills ensures that Traveller pupils contribute to the lesson.

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

22. The school continues to provide a broad and balanced curriculum that meets the needs and interests of all pupils. All subjects of the National Curriculum and religious education are taught in full. Planning has improved and there is now a systematic whole-school approach to the planning of the teaching and learning. Policies are in place for all subjects and, in general, the teachers use nationally recommended schemes of work to help them plan lessons. This provides the staff with a framework to promote continuity within the curriculum. The teachers plan in their year group teams and make good provision for the mixed age classes through the implementation of a two-year rolling programme.
23. Tasks are generally well matched to pupils' stages of learning and assessment opportunities are clearly identified. They identify the knowledge and skills to be taught and this secures pupils' continuous and progressive learning. Links with other subjects are now well planned and add interest and enrichment to pupils' learning. For example, in Year 6 a topic on rivers in geography was linked very effectively with mathematics, science, and design and technology. Pupils explored waterproofing, scale and relief as they made a three-dimensional model of a riverbed.
24. The school is implementing the National Literacy and Numeracy Strategies well and this is having a positive impact on raising standards of teaching and learning in these subjects. Work in English, and mathematics is well matched to the abilities and needs of pupils. There are good opportunities for pupils to use their numeracy and literacy skills in other subjects. Booster classes and additional literacy and numeracy sessions provide support for pupils who will benefit from the extra help. The more able pupils receive

additional support through well-planned extension tasks to help them reach the higher levels. All classes are regularly taught key skills in ICT in a recently developed computer suite.

25. Arrangements for pupils' personal, health, and sex education are satisfactory. A newly appointed coordinator is working effectively with staff to develop a scheme of work that will provide a framework for learning. There are agreed policies for health, sex education, and drugs education in place. Time is made available within lessons to develop these areas in ways which are appropriate for the ages and needs of the pupils. The development of citizenship is supported well through links with schools in Sweden and Greece. Year 6 pupils pair up with students from these schools and exchange information about each other's culture, schooling and interests. Pupils take part in a number of festivals, competitions, and fund raising initiatives to develop their responsibility to their local community. The local fete is a popular social event to which the different members of the community contribute. For example, the local fairground families provide rides and side shows sharing their culture and traditions with the school and village residents.
26. Inspection evidence does not support the parents concerns about the level of out-of-school activities. Through a satisfactory range of extra-curricular and sporting activities the school enriches the statutory curriculum and enhances personal and social skills. Pupils with special educational needs take a full part in all extra-curricular activities and excursions and have opportunities to take responsibility. Pupils with emotional and behavioural difficulties and other profound learning needs took part successfully in the school's recent production of "Oliver". Clubs include football, netball, science, chess, recorders, orchestra, choir, drama and construction. All are well attended and staff give generously of their time, at lunchtime and after school, to extend pupils' interests and skills. There are clubs available for all age groups. Pupils in Years 4, 5 and 6 have the opportunity to attend extended residential visits to Dorset, Pembrokeshire and the Gower peninsula. The use of local visitors and well-planned visits extend pupils' knowledge and understanding well. They have opportunities to visit Roman and Tudor sites, local museums, and theatres. Links with the emergency services, health workers and local businesses are effective in developing pupils' understanding of citizenship, and commerce.
27. The school has good links with other schools and groups. Links with the playgroup enable children's entry into school to be a positive experience. Before they transfer to the secondary school information on their progress is exchanged and pupils are able to enjoy time at their new school to familiarise themselves with routines and staff to ensure a happy and secure transfer. Local Beacon schools share expertise, skills and competencies in order to improve the quality of teaching and learning. The curriculum prepares pupils appropriately for the next stage of their education.
28. The provision for pupils' moral and social development is good and for their spiritual and cultural development, it is satisfactory. This is similar to that found during the last inspection with the exception that for pupils' moral development the provision has improved.
29. Spirituality is promoted through assemblies where pupils are encouraged to think about how they treat others, how to be kind and caring and to develop positive attitudes towards one another. This was observed by the way pupils react to special needs children and helped them when necessary. In religious education, teachers provide pupils with information about other faiths. Pupils are well known to the staff, who are committed to promoting confidence in them as individuals and to raising their self-esteem. They also promote an awareness of the impact of pupils' attitudes and behaviour on others. The pupils feel secure in the ethos created within the classrooms and are prepared to answer questions or talk about personal experiences. Opportunities arise during class discussions for pupils to discuss sensitive, relevant issues and to express their feelings and opinions. However, there is little time for reflection or provision for spirituality across the curriculum.
30. The provision for pupils' moral development is good. It is promoted through assemblies and rules that each class devise at the beginning of the year, and through the ethos of the school. There is a system of rewards to promote acceptable behaviour and all adults in school can give pupils awards for kindness, helpfulness, and good work. A celebration assembly is held weekly. This has a positive effect on pupils' behaviour, as they know what is expected of them. Staff are good role models and take every opportunity to reinforce pupils' understanding of what is right and what is wrong.
31. The provision for pupils' social development is good. They are expected to care for their school and its environment. Older pupils look after younger ones, sitting with them at lunchtime and playing with them during wet playtimes. During a recent science week, groups of pupils of different ages worked together so that the older ones could help the younger ones. Year 6 pupils also help during lunchtime. Each class has

weekly monitors who perform a variety of tasks including taking the register to the office. Pupils can be seen working together in small groups or pairs, helping each other and sharing resources, with minimal adult supervision. Pupils raise money for charities and are made aware of others less fortunate than they are. If pupils express a desire to organise their own fund raising activities this is encouraged. They also run stalls and games for the school autumn and summer fairs. The residential trips for Years 4, 5 and 6 help pupils to develop a social awareness of living together. Many pupils compete in local sports activities; these encourage them to make a commitment and attend practices.

32. The provision for cultural development is satisfactory. Pupils are made aware of other cultures and customs through religious education, stories, geography, and, to a more limited extent, through art and music. Festivals such as Diwali and Sucoth are discussed. In addition, teachers provide for the learning about western culture through history and music, relevant to the period in history being studied such as, for example, Tudor music for Henry VIII. There are visits to explore the local culture, and other places of interest. Visitors from different Christian faiths lead assemblies. Although pupils have first hand experience of a Christian church as a place of worship they have little opportunity to visit others. However, despite the religious education input there is insufficient emphasis on preparing pupils for life in a multicultural society. The curriculum does not acknowledge the Travellers' experience sufficiently and this was also true at the time of the last inspection. For example, in the week of inspection one class's focus on a story about a fairground was an ideal opportunity for fairground children to share their family experience with classmates. Such sharing of knowledge would not only have added to the learning for the whole class, but would be an affirmation of pupils' cultural identity with a positive effect on the Traveller children's self-esteem. Scrutiny of school documentation, displays around the school and resources in the library suggest that there are not sufficient resources to celebrate their cultural experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school offers a satisfactory level of care for its pupils. The head teacher is responsible for child protection and his knowledge of pupils and their backgrounds, together with guidance given to teaching staff, provides a satisfactory level of protection. The guidance on child protection given to classroom staff does not extend sufficiently to other adults on the school staff. Record keeping and communication within the school are good, contact is maintained with outside specialists, and their services are used effectively when required. First aid provision is good and the children know what to do should the need arise. Records and treatments for pupils with specific medical conditions need to be more readily accessible and all staff made aware of what is required. The team of cleaners maintain a satisfactory standard of cleanliness but any aspect of maintenance has to wait until the part-time handyman is on site or put to outside contractors. Cloakrooms are small and the standard of tidiness tolerated is too low; this was particularly the case for reception and Year 5 and 6 cloakrooms. This detracts from the creation of a safe learning environment that instils high values in pupils. Insufficient attention is paid to minor maintenance. Safety inspections and risk assessments are carried out but are not frequent enough and they lack a clear focus and adequate records. This has been a factor that has led to some situations being identified to the governors that require attention, as was the case at the last inspection.
34. Very good procedures are in place to promote good behaviour and there are very few incidents of harassment or bullying. All staff within the school are active in supporting the class teachers in establishing and maintaining high expectations of behaviour. Pupils with special education needs and those from a range of backgrounds are very well supported both in class and by the use of outside specialist agencies. The school supports and rewards pupils for personal or academic achievement with entry in the 'Rainbow Book' and the awarding of certificates in assemblies. Personal, social and health education lessons complement very well the school's high expectations of behaviour. Good examples of attention to personal hygiene and personal safety were evident in a Year 3 science lesson when dental mirrors were in use and a Year 6 lesson when discussing first aid. Social dilemmas were addressed effectively as, for example, happened in a Year 6 history lesson where pupils were asked to consider potential conflicts within a family in a civil war situation.
35. Specialist staff from the local authority monitor the achievement of Traveller children and track their progress through the school. By liaising with the coordinator for special educational needs they are able to contribute to the production of appropriate individual education plans and assist in the annual reviews. Analysis of these records indicates serious attendance difficulties that all involved are seeking to address through improved liaison.

36. Physical access controls to the buildings are newly installed and need integrating into day-to-day procedures. On occasion, the level of supervision provided when the children are at play, or when pupils enter school after play, is not sufficient and this occasionally affects how calm they are at the start of lessons. The supervisors interact very well with pupils and this maintains a consistent approach to behaviour management. A play box with balls and diabolos is available but there is no structured or guided play led by the supervisors.
37. Registration is quickly taken and there are very few pupils arriving after registration closes. Registers are maintained correctly using both a manual system and a computer based system. The administration staff are able to confidently analyse the data. A good feature is the return of the registers to the office after each registration; any latecomer having to report to the office to complete registration. The school does not contact parents on the first day of absence if no notice has been received and it can be one week before contact is made. The procedures in place for monitoring absence are unsatisfactory. Attendance patterns of different groups of pupils are not monitored separately and the support of specialist outside agencies to support attendance could be more effectively used.
38. Detailed assessment procedures for all subjects are not consistent. The school is currently reviewing the different assessment procedures and strategies it uses, highlighting good practice and identifying those that should be replaced. The deputy headteacher is responsible for assessment and has established good contacts with other schools to observe best practice. The current school's development plan includes action for the introduction of an assessment system that would fully satisfy current requirements. There is a strong commitment, lead by the deputy headteacher, to fully implement the new assessment procedure to the published timetable leading to completion by the end of the spring term 2003. Since the appointment of a special needs coordinator, the school has improved the assessment procedures for those pupils. Individual educational plans are well written, with clear targets that are easy for pupils to understand and to recognise when they have achieved them. Many start with "I will be able to..." and pupils are encouraged to judge whether they have achieved them at the annual or more frequent reviews. The coordinator tracks the pupils' achievements over time to ensure that the pupils make the expected levels of progress. The targets are used to inform planning and are given to the classroom assistants who will work with pupils to achieve them. The pupils' achievement is not routinely or specifically monitored for those with English as an additional language and the school cannot be certain that pupils are achieving what they should.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents' views as expressed in the parents' questionnaire and at the parents' meeting varied widely but overall parents had a satisfactory opinion of the school and would like more information about how the school has improved since the last inspection. Parents particularly appreciated that their children like school, that they are making good progress and there is an expectation of hard work. Parents regarded staff as very approachable and liked the strong caring and sharing ethos of the school. Areas of concern for parents centred on communication, extra-curricular activities, and the management of the school.
40. The school offers a consultation evening for parents at the end of each term when targets set with pupils, and the progress made, are discussed; this is more than the expected requirement. The school has a flexible timetable for these meetings to accommodate working parents. Overall, the quality of information provided for parents is satisfactory. Year group newsletters inform of curricular work for the forthcoming term. Regular school newsletters inform of general events. The school has tried to improve the effectiveness of the links with parents but parents regard the written communications they receive as lacking detail, lacking a celebration ethos and being frequently too late. The school does not consult the parents of the different groups of pupils in the school sufficiently to determine their expectations. The annual report to parents on pupils' progress is good; it is comprehensive and contains sufficient detail particularly in English, mathematics, and science. Progress in other curriculum subjects is also included along with both academic and personal development targets; this is an improvement since the previous inspection and has been appreciated by the parents. The school prospectus and annual governors' report are clear and precise but they should be reviewed to ensure each fully meet statutory requirements.
41. Parents of children with special educational needs are well supported by the school through the well written individual education plans which are reviewed regularly, and the opportunities provided for talking through their concerns with teachers, the special needs coordinator and other agencies, including, for example, the teaching assistant for Traveller and fairground people. Parents of pupils who travel are supported well by the local authority Traveller service, which provides learning packs that children can complete while they are on

the road. The travelling community contributes stalls to the school fair. Parents of bi-lingual children contribute to pupils' learning by welcoming opportunities to share their knowledge of place from personal experience or to bring in cultural artefacts or tell stories in home languages.

42. The contribution of the majority of parents to their children's learning at school and at home and their impact on the life of the school are good. Most parents make good use of the reading record book or homework diary to confirm work undertaken at home. The level of homework is satisfactory and well managed. This is an improvement since the previous inspection. The Parent-Teacher Association organises social events for parents and children, together with events that raise valuable funds for the school. Overall, the impact that parents have on the work of the school is good. A home - school agreement is in place. Parents are welcome to assist in school during the teaching day and those that do are made welcome, feel valued, and are used effectively by individual class teachers. Parents regard the accessibility to staff as better than at the previous inspection and feel comfortable in approaching the school if they have a problem. Parents feel their concerns are listened to but that the school does not always take them sufficiently seriously.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management demonstrated by the headteacher and key staff are good. This represents a good improvement since the last inspection and is due to the way the headteacher, with the very effective support of the recently appointed deputy headteacher and senior teachers who provide complementary skills, now has a firmer grasp on how successful the school is and where there are weaknesses that need addressing. The school has a clear educational direction and has successfully reduced the amount of underachievement evident at the last inspection. There is a much clearer focus on promoting successful teaching and learning and this has been recognised with the award of a Quality Mark by the Basic Skills Agency.
44. The school tracks pupils' levels of attainment more closely, especially in English. This system for tracking individuals' progress is appropriate and would be of equal benefit in mathematics and science. Improved assessment and an awareness of the progress made by different year groups is also providing teachers with useful information to help them address weaknesses in the curriculum or groups of pupils who are underachieving. For example, the school has found extra time for teaching writing within the literacy lessons by being flexible with the guided reading sessions and this is already having a positive impact on standards. The system is not yet set up in sufficient detail to enable the tracking of the achievements of pupils with English as an additional language or those from Traveller or fairground backgrounds.
45. The improved awareness of areas for development has resulted in the production of an effective school development plan. This has been produced through an appropriate round of consultations and discussions with staff and governors and it provides a useful tool for planning the future development of the school. In addition, a number of subject leaders have also produced very useful action plans for their subjects detailing what is needed to raise standards and improve provision. The role of subject leaders in monitoring teaching and learning is well established in English, mathematics, science and ICT, and is proving of value in raising standards of teaching and learning. This now needs to be extended to subject leaders in all subjects. The senior management team meets regularly and has recently focused successfully on ways of developing the subject leaders' roles further. Communication within the school has improved since the last inspection.
46. School documentation does not currently promote the presence or possibility of linguistic diversity in the school. No reference is made to supporting pupils with English as an additional language in any of the school's policies or prospectus.
47. The governing body have devised an appropriate committee structure that ensures that all statutory requirements are met. A particular strength is the way they have made appointments to the staff after a challenging and thoughtful process, and this is already proving of significant benefit to the leadership and management in the school and the quality of the teaching. However, their role in monitoring the work of the school is underdeveloped and has been recognised by them as an area for development, especially with regard to the curriculum, teaching and learning. The governors are sensibly consulting staff over an agreed protocol for visiting the school and the terms of reference for the curriculum and quality of teaching committee are being revised. The governors have improved their understanding of statistical data and how well the school is doing in tests through closer scrutiny of the annual results and comparisons with other

schools. Communication between the governors has improved with papers for meetings now largely being received in sufficient time.

48. The schools and the governors understanding of a range of budgeting issues has improved since the last inspection. The appointment of an efficient and effective finance officer has helped, and she provides the headteacher and governors with up-to-date budget reports that help them to make appropriate and sensible decisions as the year progresses. In addition, together with the other administration staff, she provides very good support for the headteacher and staff and an efficient and welcoming first port of call for parents and visitors. The budget setting process is effective in matching available funding to the school's priorities. The improved development planning enables funding to be targeted where it is most needed. Although the school has a substantial amount of money carried forward this year, it is earmarked for ICT improvements and as a contribution towards the possible creation of an early years unit. Specific grants are used appropriately to support the teaching and learning through resources and training for teachers. The school provides best value to a satisfactory level but is well placed to improve this in the future.
49. There is a satisfactory match of teaching staff to the demands of the curriculum and all subjects have appointed leaders. The school has a sound performance management policy in place. The governing body now plays an active part in recruitment and there are no teaching posts unfilled though the number of support hours provided by teaching assistants has recently been reduced. The school is of above average size and operates with two cleaners but without a full time caretaker. Sufficient administration staff are employed and provide valuable support to teaching staff.
50. Some subject leaders are new in post but are making a significant contribution to curriculum development. Teaching assistants assist in the classroom with pupils with special education needs. They make an effective contribution and pupils with special educational needs make good progress. In some lessons, particularly in the afternoon, in subjects other than English and mathematics, there are too few teacher assistants available to support pupils with special needs. The school recently lost three teacher assistant posts which they have not yet filled because of financial constraints. The governing body is to review the situation and is hoping to restore some of this lost support, which would give such pupils more of the support in the afternoons that they enjoy in morning sessions. There is a good team spirit with and communication between class teachers and the teaching assistants; this is helped greatly by the regular meetings with the deputy headteacher. However, there is room for improvement in the effective use of teaching assistants during lessons, especially in plenary sessions.
51. The adequacy of accommodation is good and includes a new computer suite. This is an improvement since the previous inspection. There are sufficient classrooms and they are generally of good size though a maintenance and equipment replacement programme is lacking. An area for improvement identified by parents is the lack of suitable provision for changing facilities for older pupils. Outdoor provision is very good with extensive grassed areas and good quality playgrounds. Classroom teaching resources are satisfactory though some subjects, particularly history and geography, have no budget for the current year due to budget constraints.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school's development planning contains appropriate priorities for continuing the good improvements evident since the last inspection and should be implemented as planned. In addition, the governing body, headteacher and staff should:

- raise standards further by:
 - implementing subject leaders' action plans and improve the opportunities for non-core subject leaders to carry out their roles more effectively;
(See paragraphs 45, 95, 99, 105, 109, 117, 123, 127, and 132)
 - putting into action the plans for improving writing by using data on pupils' performance;
(See paragraphs 3, 68, 69)
 - improving the provision for developing pupils' research skills across the curriculum;
(See paragraphs 6, 73)
 - developing the role of the governing body in holding the school to account and monitoring all aspects of its work;
(See paragraph 47)
 - improving the procedures for monitoring and promoting attendance through more analysis of reasons for absence and absence patterns;
(See paragraphs 14, 37)

- improve the systems for regular monitoring of health and safety matters and the speedy implementation of any procedures and improvements.
(See paragraph 33)

- In addition to the above, the governing body should consider making the following minor issues part of their action plan:
 - providing more opportunities for pupils to demonstrate real responsibility;
(See paragraph 14)
 - improving the quality of communication with parents;
(See paragraph 39 – 42)
 - when finances permit, increasing the provision of teaching assistant time in the afternoons;
(See paragraph 50)
 - ensuring the appropriate celebration and recognition of the Traveller culture.
(See paragraph 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

72

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	24	30	13	1	0	0
Percentage	5	33	41	19	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	292
Number of full-time pupils known to be eligible for free school meals	28

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	71

English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.6

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	26
	Girls	22	22	22
	Total	47	46	48
Percentage of pupils at NC level 2 or above	School	90 (88)	88 (84)	92 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	27
	Girls	22	23	24
	Total	46	50	51
Percentage of pupils at NC level 2 or above	School	88 (88)	96 (91)	98 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	36	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	22
	Girls	32	23	32
	Total	50	41	54
Percentage of pupils at NC level 4 or above	School	85 (72)	69 (71)	92 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	29	29	29
	Total	47	49	49
Percentage of pupils at NC level 4 or above	School	80 (72)	83 (77)	83 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	264	3	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	10	0	0
No ethnic group recorded	10	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	218

FTE means full-time equivalent.

Financial information

Financial year	01-02
	£
Total income	635,561
Total expenditure	662,096
Expenditure per pupil	2,063
Balance brought forward from previous year	78,411
Balance carried forward to next year	51,876

Recruitment of teachers

Number of teachers who left the school during the last two years	10.1
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	4	3	0
My child is making good progress in school.	51	38	8	3	0
Behaviour in the school is good.	26	67	5	1	1
My child gets the right amount of work to do at home.	30	48	16	4	2
The teaching is good.	45	44	8	0	3
I am kept well informed about how my child is getting on.	26	49	22	0	3
I would feel comfortable about approaching the school with questions or a problem.	60	33	4	1	2
The school expects my child to work hard and achieve his or her best.	48	44	7	0	1
The school works closely with parents.	18	56	26	0	0
The school is well led and managed.	16	47	21	12	4
The school is helping my child become mature and responsible.	46	48	6	0	0
The school provides an interesting range of activities outside lessons.	14	35	24	21	6

Other issues raised by parents

Parents raised a range of issues relating to examples of inefficient communication between school and home, which partly results in a lack of celebration of the many good aspects of the schools' work.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. The provision for the Foundation Stage is good. Children are admitted into the reception class at the beginning of the term when they have their fifth birthday, on a part-time basis to begin with. Attainment on entry is broadly in line with that normally expected. At the time of inspection, there were 11 children in a dedicated reception class with a class teacher, supported by a teacher assistant for half the morning. These numbers will rise when the spring and summer intakes begin. The majority of children have had pre-school experience. Before the children enter reception, there are regular visits to the school. Those attending the playgroup on the school site use the facilities, such as the hall and ICT suite, and meet the staff. There is very good liaison between the playgroup staff and the reception teacher and this has a positive effect helping children to settle quickly into the reception class routines.
54. A well-equipped reception classroom provides a bright, cheerful and welcoming environment for the children. Outside facilities consist of a small secure area that is rather drab in appearance. This is used for a variety of activities. Although the reception, has no large wheeled toys of their own, every Wednesday the children use the playgroup play area and toys as part of their physical development. This works very well and provides another point of contact for the playgroup and school. The curriculum is planned around the six nationally agreed areas of learning and is effective in providing a range of challenging and focused experiences to promote children's achievement. Overall, the standard of provision has been maintained since the last inspection. Teaching in the reception class is good, and most children will achieve the early learning goals by the time they start Year 1.

Personal, social and emotional development

55. The majority of children are on course to achieve the early learning goals by the end of their reception year. A few of the higher attainers have already achieved aspects of these goals. Teaching is good. Children enjoy coming to school. They settle into the routines of school life and respond well to the rules. They are eager to learn new skills and put effort and concentration into their tasks, when they are stimulating and exciting. Emphasis is put on helping children appreciate the consequences of their actions. They are encouraged to take turns and wait patiently to speak during group sessions. This they do very well as demonstrated during circle time when children knew they could only speak when they held a soft toy. Children respected this and did as they were asked. Children are also learning to share and work together in different situations such as in their role-play: the supermarket and café or working in pairs during a physical education lesson. There are opportunities for children to develop a sensitivity and awareness of other people, their lives and customs, through religious education, when they learn about people who help them, and festivals.

Communication, language and literacy

56. The majority of children are on course to achieve the early learning goals by the end of the year. However, a few children are already very close to achieving the goals in some aspects. Children are encouraged to be good listeners, and to enjoy listening to stories. Many are confident, articulate speakers, willing to respond to the teacher's questions. Activities are planned to develop their writing skills, including the imaginative use of shaving foam, sprayed on the tables as a media for children to practise letter formation; they found this activity an enjoyable way of improving their writing. They also complete letter patterns, writing labels for around the classroom and making shopping lists as part of their role-play. Work from last year's reception class shows that by the end of the reception year the majority of children are beginning to write more legibly and the higher attaining children can write a simple sentence whilst the lower attainers are still struggling to write underneath the teacher's writing and their letters are poorly formed.
57. Children enjoy books, handle them with care, can turn the pages over correctly, and talk about the pictures. The higher attaining children can read accurately and with confidence, whilst the other children can recognise a few words or just letter sounds, particularly those in their name. During a literacy session, the class teacher read a poem with many rhyming words. Children were able to recognise these words and, where they were struggling, the teacher showed them how to use picture clues to help them. Children can retell their favourite stories and recite nursery rhymes with enthusiasm. Teaching in this area of learning is good.

Mathematical development

58. The quality of teaching is good and most children are on course to achieve the early learning goals. They can count back from 5. They use coins for a game involving counting from zero to five and back. They count round the circle and the one who says, "zero" puts a coin in the purse. Each time the children count how many coins are left. This proved to be quite a difficult task as children do not remember the sequence of numbers and forget what to say. A task of threading beads in a colour sequence is easily completed. Evidence from last year's reception shows that by the end of the year the higher attainers are counting to 10 and know number bonds to 10. They use appropriate vocabulary and can recognise shapes. Nursery rhymes and action songs are used effectively to help children develop their counting skills.

Knowledge and understanding of the world

59. The teaching is good and most children are on course to achieve the early learning goals. They use the grounds to explore plant life and recently collected large leaves for artwork. A selection of vegetables is displayed and the teacher has spent time discussing them with the children as they decide which one should be used to make soup. The children have tasted each one and expressed their likes and dislikes. A graph to show the results is computer generated. The children were very excited and interested. What happens when vegetables are cooked had already been discussed. Earlier in the term bread and pizzas were made. Photographs show the children covered in flour and fingers sticky with dough: and the smiles as they ate the finished product. A visit to the local supermarket provided the inspiration for the role-play area. This includes good links to the uses of ICT in the real world through the use of a till with a credit card slot for electronic payments. For example, when one child put down the shopping another child, operating the till, said that would be £99.99 and "where's your credit card?" The card was handed over and duly "swiped" in the till. Many of the children are already adept at using the computer and their mouse control is very good. A few have difficulty controlling the cursor and struggle to draw.

Physical development

60. By the end of the reception year, most children are on course to achieve the early learning goals. The teaching is good. Many opportunities are provided to help children develop their manipulative skills through cutting activities, hand writing patterns, building with small construction equipment, threading beads on laces or colouring tasks. Most children can use scissors successfully, their pencil control is developing, and letters are becoming more legible. During a physical education lesson in the hall, children showed good spatial awareness as they moved round without bumping into anyone. They are developing good body control, stopping quickly, even if running, when they hear the signal. Children can move around the hall using different parts of their feet and some perform forward rolls. Outdoor play takes place in the playgroup area and all the children enjoy riding the tricycles around the "chalk road" showing good control when peddling. They are confident when using climbing apparatus such as the slide.

Creative development

61. The quality of teaching in this area is good and many children are on course to achieve the early learning goals. They enjoy a range of experiences in music, art, story and imaginary play. The role-play area reflects the topic and is presently a supermarket and café. The workshop area provides a range of materials for the children to explore. They have used paint for handprints, paper and materials for a collage of the class guinea pig. One group was observed making headbands for the characters in a story out of various materials, shiny and sticky paper and glue. Another group explored textures and patterns, by pressing a variety of objects, such as a small piece of carpet, a pinecone and a shell into flattened clay. Action songs and rhymes are often heard and children join in with enthusiasm. A selection of untuned percussion is kept in the classroom for the children to play.

ENGLISH

62. Standards of current work are satisfactory in reading and writing, though pupils are making good progress and will achieve improved standards by the end of the academic year. This is because of the good teaching they receive, the effective deployment of teaching assistants who support lower attaining pupils, and the evidence of progress over time which the school's own data provides.
63. In 2002, the results of the national tests which pupils take at the end of Year 2 indicated that standards in reading continued to improve, but in writing were below the level expected. Almost a quarter of children achieved standards below those expected for their age and only one pupil surpassed the expected standard. The results of the tests at the end of Year 6 showed that 80 per cent of pupils achieved the expected Level 4, which is above the national average but meant that the school did not reach its own target of 84 per cent. While more children achieved these standards than in 2001, fewer achieved better than expected levels because the writing did not improve. This was disappointing for the school, given the intensive work they have put into improving writing recently. The pupils in Year 6 made good progress but the high proportion of pupils with special educational needs, and a high percentage of boys, who nationally achieve less well than girls, have affected overall attainment in writing. This, therefore, correctly continues to be an area of high focus in the school development plan.
64. Inspection evidence indicates that the current attainment across the school in reading is likely to be above average in the national tests in 2003 and writing standards will improve on their present level. The school is working systematically to improve standards of writing and the trend of improvement has removed most of the underachievement that was present at the time of the last inspection.
65. Standards in speaking and listening are very good. Pupils talk enthusiastically about their work and with great authority about the authors they are reading. They raise questions in whole-class sessions and challenge teachers with alternative views when appropriate. They are happy to explain the techniques they applied in an art task or in a topic on farming when they turned cream into butter. They talked with great confidence when inspectors joined them at school dinners, raising questions about the inspectors' activities. Talk is built into lesson plans, and in some classes for younger pupils speaking opportunities are provided in role-play areas where pupils act out social conventions with appropriate dialogue.
66. Current achievement in reading in Years 1 and 2 is good, with the majority of pupils achieving satisfactory levels and a significant percentage with good standards for their age. Pupils read with accuracy and fluency, using appropriate expression because they understand the function of different aspects of punctuation, for example exclamation marks and question marks. They recognise high frequency words and have a good understanding of letter sounds. High attaining pupils bring very good expression to their reading. For example, in a question and answer dialogue, pupils brought some idea of the character of the speakers into their reading, and one pupil adjusted her tone when the character "whined". One pupil came to understand the meaning of the term "larking about", recognising the typical "-ing" ending from language study work and the rest because of how it fitted into the sentence and overall meaning of the passage. This working on the text was typical and suggested that pupils are guided well in reading lessons to use all the clues available to tackle new words. Pupils in Year 2 demonstrate good techniques for tackling unfamiliar words, such as when they recognise letters that come together to form a single sound, for example, "s" and "h". This kind of skill helps them to make progress on challenging texts when they are reading aloud. Pupils demonstrate good self-correction skills when they realise they have misread a word.
67. Standards of reading in junior classes are good overall, with many pupils developing skills above those expected for their age. This is because they read with good phonic knowledge, with close attention to punctuation to help with meaning, and by drawing on their own experience to enrich the reading. One pupil recognised that a very long opening sentence was impossible to read unless careful attention was given to its punctuation. Another drew on her own experience of being left behind in an empty classroom as she read about children locked into an empty school. She understood exactly how they felt and spoke about how spooky it was to be on your own. When reading to inspectors, high attaining pupils set helpful contexts before beginning to read, with, for example, one explaining the structure of the book as being written chapter by chapter from different people's points of view.
68. Current achievement in writing is generally satisfactory across the school and standards are likely to improve for seven- and eleven-year-olds by the time they take national tests in 2003. This is due to the carefully targeted work planned to help each pupil make steady progress from current performance levels. Such work is supported by very good assessment procedures, including the routine checking of pupils'

unaided writing at the end of each half-term. From this work, teachers identify group and individual improvement targets that their lesson plans will help pupils achieve. Lower attaining pupils will receive support from teaching assistants and those children with special needs who have targets in their individual educational plans will be given the support best suited to raise standards. All staff who work with pupils have a clear idea of pupils' readiness to take on a next challenging step. In this way the school is stretching all pupils and reducing dramatically the long tail of under-achievement that has typified the performance of the school for several years.

69. Younger pupils write, using a high frequency vocabulary, for a wide range of purposes, including letters, lists of daily routines, instructions for playing a game of "Snakes and Ladders", and writing up a science investigation. Spelling is a high focus, along with sound work and evidence from children's books from last year shows how writing becomes more competent and accurate for middle and lower attaining pupils as they practise their skills within English lessons and across the curriculum. Older pupils in junior classes achieve satisfactory standards in writing and, by the time they are in Year 6, achievement is good. Pupils use complex sentences effectively with very good choice of vocabulary. They make meanings clear and also use literary devices to bring more drama to their writing, for example "I feel dizzy, dizzy, diz..." one pupil wrote when describing herself fainting. Literary language learned from reading is occasionally used to enhance pupils' writing. For example, one pupil wrote with exasperation "little good it did me". Middle and lower attaining pupils are less confident writers but through careful assessment and target-setting the school is ensuring that they draw on their language study work in class and have a range of opportunities to complete more open-ended and extended writing tasks. Scrutiny of last year's books and the literacy plans for the current year indicates that pupils write for a range of purposes across the curriculum. For example, writing a biography of Henry VIII following a unit of work to learn the characteristics of biographical writing, they learn that there are different conventions for different types of writing; a letter; a diary extract such as Samuel Pepys' record of the Fire of London; stories with a ghostly setting; or pieces of persuasive writing and poetry. They learn to take out redundant detail when writing within a word limit or when too much detail obscures the main message. Handwriting develops well and this can be attributed to the high focus on handwriting skills of recent years. Pupils are developing a free flowing hand that allows them to concentrate on ideas and on the detail of their written communication.
70. Pupils' attitudes to learning are good. They know their own targets and are keen to achieve them. They refer to them as they talk about their work and recognise that some refer to behaviour and others to learning. They recognise their own strengths and acknowledge their own and others' good work with good judgement. Work in books currently demonstrates pride in presentation and handwriting skills and work is almost always complete. They are keen to improve the overall impression with lined headings and borders, and in only one class was the overall standard of writing spoilt by an over-zealous use of the rubber rather than a more appropriate underlining or crossing-out of errors.
71. The quality of teaching is at least good and often very good. The different elements of the subject are taught well, particularly the basic skills of spelling, handwriting, and phonics. Very good use is made of shared and guided reading and writing practices, which demonstrate the skills needed to tackle an unfamiliar piece of reading or writing. Pupils are encouraged to bring their own experience to help them understand these texts. Pupils know what is expected of them and respond well in class. All members of staff respond sensitively to pupils with special needs. In one class, all children, including a pupil with visual impairment, contributed in a lesson on biographical writing, drawing on research completed as a homework task. His contribution, written in braille, was transcribed by his classroom assistant so that he was able to take a full part in the lesson and make a significant contribution to the learning of the class. His very able teaching assistant, an expert braille writer herself, supported him in this very specific way and, like all the others, this pupil achieved the learning objective of the lesson. Learning objectives are shared with pupils and revisited at the end of each lesson to check pupils' progress and understanding. Teachers understanding of pupils' needs and targets informs their planning. After the introduction to new areas of learning lower attaining pupils and those with special needs have the opportunity to work with classroom assistants to revisit the ideas or to complete the work at their own level. Teachers use good questioning techniques to help pupils take the next step, and humour and drama to sustain pupils' interest. For example, in a very good Year 1 / 2 lesson the teacher and pupils composed a piece of shared writing about a roller-coaster ride by setting up a mini-drama, with pupils acting out a hair-raising ride before expressing some of their excitement in the writing. Another teacher asked pupils to talk together in pairs to share ideas before deciding what to write on the whiteboard.
72. The subject is well managed. The subject leader has greatly improved the assessment, record-keeping and tracking systems for every pupil, and from this data staff are able to identify any area of under-achievement

or lack of progress. The school's extensive records show that pupils are making the progress they are capable of and achieving improved standards. The strong sense of unity of purpose and vision for improvement held by the staff since the last inspection is demonstrated in the marking which teachers complete in pupils' workbooks. Written comments represent a real dialogue with pupils, focusing on the learning objective of the lesson and their progress on specific aspects of the work. This is clearly very encouraging for pupils.

73. Resources are being built up systematically through the purchase of large texts and sets of books for shared and guided reading. The school has also recently purchased books to reflect multi-cultural society and a number of bi-lingual texts in Spanish to support pupils with English as an additional language. There are no books in the other languages represented in the school community. The school has focused on fiction in its recent purchases and now plans to improve the non-fiction library.

MATHEMATICS

74. Since the last inspection, national test results show that standards have fluctuated from being above those expected nationally in 2001 to being just in line in 2002. Difference in standards are due to changes on attainment on entry, an increased number of special educational needs in some year groups and a significant number of pupils from Traveller families who are irregular attenders. Inspection evidence shows that by the age of seven and eleven the majority of pupils are achieving well and reaching at least the expected standard for their age with a significant majority reaching the higher levels. Overall, standards are just above the national average. The school has made good progress in addressing the weaknesses identified at the last inspection and as a result most pupils now make good progress in relation to their prior attainment. Pupils achieve well due to good teaching, a well-planned learning environment, and improvements to the management of the subject.
75. Although test results show boys perform better than girls, inspection evidence did not identify any discernible difference in the teaching of boys and girls. Staff are sensitive to the needs of both sexes and plan lessons well to interest both girls and boys and fully involve them in question and answer sessions. Pupils with special educational needs and those from Traveller families are given good and often very good support from class teachers, the local authority, and teaching assistants. This support enables them to take a full part in mathematics lessons and some pupils achieve the expected level for their ages.
76. By the time pupils enter Year 2 they have a sound knowledge and understanding of basic number work. Pupils make good progress in calculations and higher attaining pupils are able to recite the ten times table and count in tens up to and beyond a hundred. Higher attaining pupils are learning to record their calculations in a formal way and are able to reverse calculations, total money up to a £1 and tell the time using o'clock and half past. Lower attaining pupils are developing confidence in using numbers up to twenty. Imaginative teaching helps pupils identify simple shapes such as triangles, circles, squares, and rectangles. Higher attaining pupils describe pentagons and octagons using the correct mathematical language.
77. In the junior classes, teaching builds successfully on pupils' previous learning. For example, in Year 4 pupils' understanding of shapes and measures is extended well as pupils use their knowledge of doubles and multiplication tables to estimate the perimeter of rectangles and squares. By the time pupils enter Year 5 they have made good progress in developing accuracy in using the four rules of number to solve challenging problems. Higher attaining pupils understand improper fractions and use their knowledge of multiplication and division to change them into mixed numbers. Year 6 pupils respond well to the challenge of mathematics. Higher attaining pupils enjoy exploring negative and positive numbers and are becoming proficient in explaining their calculations. In one high quality lesson, a pupil with a statement of educational needs received excellent support. As a result, by the end of the lesson he had made the same gains as his peers in his understanding of the complexities of negative and positive numbers and was working at the expected level for his age.
78. Numeracy skills are used effectively to develop pupils' understanding of data handling. Younger pupils in the infants make and interpret simple block charts showing the colour of their eyes. By the age of eleven, higher attaining pupils interpret complex graphs, charts, and diagrams well to explain findings and results in exploring temperatures. Pupils present their results in a very organised way and are constantly reminded and encouraged to explain clearly the strategies which they use to arrive at an answer. Across the school, teachers place considerable emphasis on ensuring pupils understand and use precise mathematical

vocabulary when answering questions or discussing their work. Having been identified as a weakness, problem solving is now given a high profile. Considerable emphasis is placed on helping pupils to apply their mathematical knowledge to solve challenging problems in practical situations. For example, work on estimation involved pupils in making informed guesses on the number of people attending a football match or travelling on a double-decker bus.

79. Pupils have very good opportunities to use, consolidate, and extend their mathematical skills in other subjects. For example, in a very effective science lesson in Year 1 and 2, pupils created a tally chart and graph to record information about differences. Although there is an increasing use of information and communication technology to help pupils' learning in mathematics this is not yet sufficiently challenging and does not feature as often as it should in pupils' work.
80. Throughout the school, pupils' attitudes towards the subject are good. Pupils enjoy the challenge of difficult tasks and respond with an eagerness and enthusiasm to the complexities of mathematics. They look forward with anticipation to the next lesson, confident that their teachers will make the lesson exciting and interesting with lots more for them to learn.
81. The quality of teaching is good overall; it is never less than satisfactory, and over three-quarters is good or better. One outstanding lesson was seen in the infants and three very good lessons were seen in the juniors. Teachers implement the numeracy strategy with rigour and enthusiasm. They use a variety of methods to teach mathematical skills, including effective whole-class mental sessions and probing question and answer sessions which are used very well to assess the pupils' understanding and extend their thinking. Lessons have a good pace and challenge pupils to complete difficult tasks in good time and to a high standard. Relationships are good and encourage pupils to 'have a go' and not to be afraid to be wrong. Pupils respond well to this knowing they will be helped to arrive at the correct answer. Teachers have high expectations of their pupils' behaviour and attainment resulting in good discipline and standards. Plenary sessions check that pupils have understood the lesson and extend their thinking, pushing them just that bit further. Teachers encourage pupils to reflect on their work and to explain what they have learned during lessons.
82. Tasks are particularly well matched to meet the needs of different attainment levels. Pupils with special educational needs, those from Traveller backgrounds and those learning English as an additional language receive additional support from a teacher or teaching assistant based on specific learning programmes or individual education plans. This support greatly enhances the learning opportunities for pupils and enables them to achieve well and access the full range of learning experiences. The school offers good support for pupils who are high attainers or who are gifted and talented. Teachers are very careful to provide challenging extension work for these pupils to enable them to achieve their full potential. Teachers are enthusiastic about mathematics and this is very obviously transferred to the pupils. Every opportunity is taken to deepen pupils' understanding. For example, Year 2 pupils' understanding of more complex shapes was enhanced as the class teacher and the teaching assistants introduced 'octopus' and the 'Pentagon in Washington' to the discussion.
83. The leadership and management of the subject are good. The present subject leader has only been in post a short time but is already building well on the good work done by the previous post holder. Teaching has been monitored and the findings discussed with staff. This has enabled areas for improvement to be identified and measures are being taken to modify practice. The management of the subject has contributed significantly to the good standard of teaching in mathematics. Assessment and record keeping have improved since the previous inspection and are now satisfactory with some good elements. The National Curriculum tests and school tests are analysed to identify strengths and weakness in the curriculum and to identify which groups of pupils need additional help. However, assessments and test results are still not sufficiently analysed to track individual progress and set challenging individual targets to help pupils move to the next higher level. Teachers mark work on a regular basis and are particularly effective in providing pupils with helpful suggestions on how they can improve their work. Homework is used appropriately to extend work done in lessons and to check that pupils have fully understood new learning. The curriculum for mathematics is good and enables all pupils to have equal access to the subject. The subject is effectively resourced and allocated an appropriate amount of time.

SCIENCE

84. The standards of attainment shown by the current work of most eleven-year-old pupils are broadly average. Present work indicates that, when considered alongside the present very good quality of teaching, nine out of ten eleven-year-old pupils are likely to attain the expected national level by the end of the school year and this proportion is about the same as that found in all schools nationally. About four out of ten eleven-year-old pupils are within reach of the next level and this is above the national average. Nine out of ten seven-year old pupils are on course to attain or exceed the expected national level by the end of the school year. This is broadly average but four out of ten pupils are likely to get to the next level, which is well above that in most schools. Standards at the ages of seven and eleven years have been maintained since the last inspection. However, the good and very good teaching seen during the current inspection is resulting in good standards of achievement in the lessons currently taught throughout the school. The teaching is well supported by a detailed scheme of work and by advice offered by the subject leader. The support received by pupils with special educational needs enables most of them to make satisfactory progress and, in some classes, they make good progress. The teaching effectively develops the learning of boys and girls equally.
85. Seven-year-olds with typical attainment in Year 2 have acquired a basic knowledge and understanding of all aspects covered by the National Curriculum programme of study. They can carry out a simple enquiry into plant growth, make a prediction about which conditions will suit growth best, describe the procedures followed, including how these ensure a fair test. Pupils observe the changes that occur as plants grow under different conditions and record these changes as diagrams. They write accurate conclusions about which conditions have suited the plants best. Most of them are able to sort foods into healthy and unhealthy categories, keep a record of the food they have eaten and design a healthy meal for a special occasion. They undertake their own research to identify the names given to the young of different animals and write their own sentences about them. Through observation, pupils can describe the properties of some common materials such as those that can bend, or stretch or be squashed and they can write about the changes that occur as water is heated until it boils. They draw diagrams to show how to make a simple electrical circuit to light a bulb and interpret diagrams to recognise whether circuits will result in the bulbs being 'on' or 'off'. Pupils can measure observations by, for example, counting the number of times an event occurs and draw tables and simple graphs of their results. However, there was little evidence of the use of ICT in the work of the pupils that was seen.
86. Eleven-year-old pupils can carry out investigations into sound, predicting the outcomes, carefully describing the procedures and stating how these will make a fair test. They are able to measure the results, record and compare these with the predictions. They then draw conclusions about how effectively sound travels through different materials and make correct use of electrical circuit symbols to construct diagrams that explain how to vary the brightness of bulbs and the speed of a motor in an electrical circuit. Most pupils can use keys to identify and classify animals and they can explain the difference between the terms, 'habitat', 'mini-habitat', and 'micro-habitat'. They know that different creatures have distinct habitat preferences through their own observations and by interrogating information on the computer. They are able to describe the key differences between solids, liquids and gases and go on to apply this knowledge to explain why the viscosity of liquids varies. Although ICT is used in some lessons, it is not yet in frequent use to support pupils' learning.
87. Pupils show very good attitudes to their work. They respond well to questions, and enjoy the learning activities. Pupils work independently and co-operatively, exercising good self-discipline. These qualities were seen in a number of lessons in both the infant and junior classes. In Year 6, pupils used syringes and different liquids with care, discussed their procedures constructively and operated efficiently in groups when attempting to get accurate results from their experiments.
88. In order to raise standards, the school has improved the quality of teaching since the last inspection with ongoing reviews of the quality of the curriculum and the monitoring of teaching. Teaching is very good overall with all lessons at least good and half that are very good. Ten per cent are excellent. Teaching is equally effective in both infant and junior classes. Teaching is most effective when the teacher has good subject knowledge and lessons have clear objectives. Strategies are designed to carefully match the learning needs of the different pupils in the class. This was seen in a lesson in which Year 1 and 2 pupils were exploring the similarities and differences between human beings. The teacher used previous learning in both science and physical education to reinforce learning and then built on this to develop the meanings of 'same' and 'different'. Questions were varied in their levels of difficulty to give appropriate learning opportunities to all pupils. Interesting and well organised tasks, involving magnifying glasses, a variety of foods and mirrors, were well matched to the needs of different ability groups with the result that all the pupils were highly

motivated and reached very good levels of attainment. Teaching is also effective when enquiries are planned and conducted such that the pupils can make decisions and reach their own conclusions, but when the teacher maintains sufficient control to ensure that the learning outcomes are clear. For example in a Year 6 lesson, where the pupils were investigating the viscosity of different liquids, the teacher questioned the class about the purpose of the enquiry in relation to the range of liquids provided. Once she was sure that the purpose was fully understood the pupils had to think about and suggest things they might consider in their procedures, but they were not given detailed instructions. This produced purposeful discussion during the group activities with the pupils identifying problems for themselves and then self-correcting. It also led to all the pupils reaching valid conclusions. Occasionally, teachers do not raise questions with the pupils while group activities are in progress resulting in lost opportunities to reinforce and extend learning with individual pupils.

89. Management of the subject is good. A good policy is in place and the medium-term plans provide clear direction to the work of each year group. Monitoring of standards takes place through discussion with colleagues and the termly review of pupils' work. The monitoring of teaching is undertaken using good guidelines. Resources are generally good, however resources for ICT in the subject are not fully developed. The subject has a high priority in the school and a science week is held each year. There is also a science club run by the co-ordinator. Assessments take place at the end of each unit of work, however, a system has only just been put in place for tracking the progress of individuals and is not yet being fully utilised.

ART AND DESIGN

90. Standards of work are satisfactory by the age of seven but good, and sometimes very good, by the age of eleven. Pupils develop ideas and explore techniques to achieve their learning objectives. Standards have improved since the last inspection when work was satisfactory. In Years 4 and 6, pupils were looking at maple leaves in rich autumnal colours and considering how they could achieve the range of colour tone and pattern through mixing colours on a palette. A group of Year 6 pupils considered the simple black-on-white fine brushwork of Japanese art and explored how to bring the same quality and finesse to their own work. Work on display, particularly that which came out of last year's "Nature in Art" project with the local partnership of schools, shows at least good standards, with pupils exploring ideas in their practical work in a range of media. For example, they produced sketches and paintings from first-hand observation in pastel, pencil and watercolour, creating shade, tone and detail from drawing and blending skills. This work was developed further through black and white paper collage to printing on fabric, and embroidery. Around the school there are further good standards in drawing, the use of pastels and water-colours, paper sculptures, fabric and stitching and designs with natural materials, for example compositions of religious symbols made with seeds and beans. Careful displays enhance the overall impact of pupils' achievement for other pupils to review.
91. There is little record in last year's sketchbooks or on the wall displays of pupils developing appraisal skills of art in general. Beyond the opportunity for evaluating each other's work at the end of a lesson, there are few planned opportunities for pupils to consider the work of artists or craftspeople of different times or cultures. There are few opportunities for pupils to consider how artists respond in different ways to similar subjects and places as required by the National Curriculum. Pupils' work derived from Australian aboriginal design, a class display inspired by the Dutch painter Mondrian, computer designs based on Matisse and the Japanese pen-work are exceptions.
92. Pupils enjoy their work. They work with confidence and generally organise their own resources, select what they need to use and use art tools in an investigative way to explore ideas. They can work in groups co-operatively, and where they need to share resources do so without conflict. They are willing to offer and accept evaluation of ongoing work with good judgement. The school is not yet helping pupils to acknowledge sufficiently the work drawn from the artistic traditions represented by the school community, including Romany and fairground art, or artists from Africa, the Caribbean, different countries in South America and the Indian sub-continent. Such acknowledgement would not only broaden pupils' ideas of the artistic world, but would allow them to become acquainted with cultures and traditions other than their own and learn from them.
93. Most work produced in class is displayed with great care and imagination. The quality of teaching is good. Teachers introduced pupils to new techniques and media and allow them to explore ideas before launching into the set tasks. Teachers are ready to intervene to help pupils make progress but respond well at all times to pupils' independent efforts. For example, in a very good Year 6 lesson the teacher demonstrated a

wide range of colour-mixing techniques, drawing on pupils' previous work with palette and colour-tone swatches. She responded positively to pupils' input as they reflected on the impact of their colour choices. From this strong foundation, pupils began to use their technique to achieve the rich colours of the autumn leaves. In another very good lesson in Year 4, pupils worked with paper to produce a black and white design of the cross-section of fruits and vegetables. Again the teacher introduced techniques and implied the possibility of variation of response when pupils settled into producing a black and white design with great enthusiasm. Her good questioning allowed pupils to consider a range of possibilities as they overlaid white on black. In both lessons, pupils and teachers reviewed ongoing work and considered developments. By doing this, the pupils were confident and persevered to achieve very satisfying results at the end of the session. Interesting details were applied to the fruit and vegetables, including paper confetti and black letters on white to suggest the name of the fruit. Pupils were given the opportunity to evaluate this work, which they did with reference to the learning objectives.

94. Pupils are encouraged to communicate ideas around a particular theme through a range of techniques, and, by careful display of the work, teachers enable pupils to come to understand how a single idea might be developed in different media, in a range of interpretations which might inspire their own artistic responses in later work. In an "Art in Nature" display, pupils worked with clay, print, weaving, batik, collage, torn and cut paper sculpture and embroidery. They looked closely at images to record important features, for example the veins of leaves with fine ink-work, or the pips in a cross-section of fruit with beads and thread-knots. The collaboration with the local partnership centred on the secondary school will continue this year, with a focus on puppets. This project will consider puppetry from around the world and children will investigate traditional design and work on different techniques.
95. The coordination of the subject is under-developed in the school. The school has, however, recently appointed a subject leader who has been given responsibility to produce a whole-school curriculum plan to ensure full coverage of the National Curriculum programmes of study and revised assessment procedures. Currently teachers use a combination of the local authority's and a nationally-approved scheme of work. Such informal arrangements do not ensure that pupils learn a broad range of skills in a progressive way, nor do they prevent gaps in pupils' learning. For example, during the week of inspection, both nine- and eleven-year-olds in Years 4 and 6 were painting water-colours of the leaves of the maple trees in the school grounds. While recording the beauty of these trees and the almost spiritual awareness that this produced benefited both year-groups, the art skills of colour-mixing and the use of palette were almost the same for both groups; this is an example of how, without an appropriate plan, children may cover the same areas of development. The subject leader rightly understands the benefit to be derived from continuing the partnership with the secondary school, which provides specialist teachers and resources.

DESIGN AND TECHNOLOGY

96. It was not possible to observe any lessons due to the timing of the inspection and the school's timetabling arrangements. Judgements are based on a scrutiny of pupils' work and discussions with staff and pupils. Standards have risen since the last inspection and the attainment of pupils by the age of seven and eleven matches the national expectations for their ages. Pupils of all abilities, including those with special educational needs, make satisfactory progress. Boys and girls achieve equally well.
97. The majority of issues raised at the last inspection have been addressed. The school has successfully adapted national guidelines to ensure that pupils' experiences are sufficiently broad and that pupils' skills, knowledge and understanding are built on as they progress through the school. Sufficient time is allocated to the subject and a two-year programme ensures that pupils in mixed age classes do not repeat work. There are good links with other subjects and these enhance pupils' intellectual, creative, and technological skills. For example, as part of a Year 6 history topic on the English civil war, pupils are designing and making a hat to wear on a visit to a Stuart manor house.
98. Emphasis is placed on developing pupils' technical skills in making and design. Account is taken of issues such as the suitability of materials, and recognition that products need to meet a range of different needs. An examination of a Year 6 project on making guitars shows that pupils follow instructions carefully, produce detailed and clearly labelled plans of their intentions and show an ability to reflect on their designs and make changes as difficulties arise. The results are of a high quality and pupils are rightly proud of their finished product.

99. The local community and parents provide effective support to the subject. Parents help with developing sewing skills and a local restaurant welcomes pupils for a whole day to provide opportunities for them to watch the preparation of pizzas. The day ends with pupils using their newly gained skills to prepare their own pizzas. The coordination of the subject remains under-developed due to the demands of other subjects. However, the school has highlighted the need to develop assessment procedures and to improve the limited resources for food technology.

GEOGRAPHY

100. Standards are above national expectations at the age of seven and in line with national expectations at the age of eleven. These standards are similar to those found at the last inspection for the eleven-year-olds but better than those found for the seven-year-olds. The improvement in the infants' standards is the result of particularly good teaching and imaginative interpretation of national guidelines. Overall, the structure of geographical enquiry is not well developed in much of the work and the planning of some topics is weak, particularly in the junior years.
101. Progress is satisfactory over both infant and junior stages. The teaching develops the learning of boys and girls equally and pupils with special educational needs make satisfactory progress. Seven-year-old pupils undertake first hand studies in the area immediately around the school and can identify physical and human features in the environment. They can make large-scale plans using models and their own drawn symbols. Pupils can identify potential dangers in their local area and suggest ways it can be made safer. They use atlas maps and the globe to locate places they study beyond their home region both in the British Isles and in other parts of the world and become familiar with the distribution of oceans and continents. In these studies they learn to identify similarities and differences with their own lives and, for example, can make decisions about whether they would prefer to live on an island or in the locality.
102. By the age of eleven, pupils have some knowledge and understanding of their home area, of life in a part of the developing world, of some human and natural environment features and of environmental management. They can locate information about a variety of things such as the continents, selected countries, and rivers on a world map. Most pupils can explain how the water cycle functions to keep rivers supplied. They can describe features found in different parts of river valleys and explain how erosion shapes stream channels. They make and use maps at different scales in their studies, for example in their work on settlements and their local studies. However, the range of skills developed is limited. Enquiry skills are not practised frequently and pupils have limited experience of fieldwork and interpreting data from sources such as satellite images and the computer.
103. Pupils' attitudes to the subject are very good in the infant years and satisfactory in the junior age range. For example, Year 1 pupils worked eagerly as they had the practical experience of building a plan of the school and its immediate surroundings, but junior age pupils described, with less enthusiasm, how they made notes on information presented to them.
104. Teaching is satisfactory overall with some good and very good teaching, particularly in the infant classes. In a very good Year 1 and 2 lesson, the teacher used her subject knowledge and teaching skills to engage the pupils with practical activities that enabled the children to link with, and imagine themselves in, the real world outside the classroom. A game played with the Year 1 pupils sharpened their imaginative skills and these were developed into being able to use a variety of items, including plastic boxes, to work together with great enthusiasm, to make a model plan of the school and its immediate surroundings. To undertake this work the teacher had used earlier lessons to develop the pupils' memorising and questioning skills needed to play the game and their abilities to assemble models with purpose. This resulted in very good progress in the pupils' learning and performance. The Year 2 pupils worked with a visitor who had been to Sweden. Pictures, artefacts, maps and personal accounts stimulated the pupils to listen carefully, ask questions and gradually construct a table of similarities and differences between their lives and those of Swedish pupils. The scrutiny of work and discussion with pupils, however, shows that many lessons do not develop such engaging and intellectually challenging experiences for the pupils. Teaching is also less effective when the geographical skills are not clear within the purpose of the lesson.
105. The subject is coordinated satisfactorily. The subject leader has only very recently taken up the post. She has not yet had time to make her own impact but her role is clear. She is very aware of deficiencies and has a list of areas for action. However, the subject does not currently have a budget. There are medium term plans in place but these have not been reviewed for some time. Resources are only adequate and do

not permit the teaching of some skills; in particular ICT resources are weak. Assessment takes place at the end of each unit of work but this does not permit the attainment of individual pupils to be determined and no system is in place for tracking the progress of individual pupils. The subject leader is aware of the importance of the subject in teaching about cultural diversity and current affairs.

HISTORY

106. Standards are above those expected nationally at the age of eleven, and in line with those found nationally at the age of seven. These standards are better than those found at the last inspection. National guidelines are being used and these are supporting the teaching of the subject by providing the basis for a scheme of work that can promote the systematic development of skills and knowledge. Good teaching, particularly in the junior years, with activities that motivate pupils through active involvement is a main reason for the improving standards. The teaching effectively develops the learning of boys and girls equally. Pupils with special educational needs are supported satisfactorily and make at least satisfactory progress.
107. Pupils make satisfactory progress in the infant classes and good progress in the junior classes. By the age of seven pupils can describe accurately features of homes and toys in the past. They can represent characteristics of seaside holidays in the past using pictures, sorting information and writing brief descriptions. They learn about the Great Fire of London, constructing time-lines to sequence major events in order to create an idea of time-scale. The pupils also explore the actions of famous people such as Christopher Columbus, investigating what he was like and why he went to sea. The work is successful because it challenges the pupils to put themselves into the situation found at that time and to think about how they would have acted. This work is continued into the junior age range. By the age of eleven, pupils have a sound knowledge of key dates and events in British history such as the Roman invasion, the Tudors, the civil war and Victorians and of selected aspects of European and world histories. They have developed skills in using evidence to explore the past and to communicate their findings. When studying the Tudors, the pupils use the computer to obtain information about children and they practise decision-making based on evidence about the best place for the Spanish Armada to land. They use the evidence of a painting to build a description of Elizabeth I and they assume the persona of the Queen to write diary entries about her relationship with Mary Queen of Scots. The pupils develop their ability to make value judgements in their work about the Civil War when they have to listen to the arguments of both sides and then choose which they prefer to support. The pupils use evidence from visits to museums and visits to a Tudor and Stuart Day at a local manor house, in addition to that acquired in normal lessons to develop their knowledge and understanding.
108. The pupils are enthusiastic about the subject. In a very good Year 6 lesson, the pupils maintained a high level of interest and this was reflected in good contributions to a discussion and by very good attitudes. From the few lessons seen, the overall quality of teaching is good. Teaching is effective when the teacher uses strategies that awaken the pupils' involvement and interest in the events of the time being studied and when the pupils can make their own contributions to the interpretation of the subject. In a very good Year 6 lesson the pupils assumed the roles of villagers at the time of the Civil War while the teacher took on the roles of first a Royalist and then a Parliamentarian acting well to persuade the villagers to join their respective sides. Teaching is less effective when the teacher's expectations are too low and the lesson lacks pace and the promotion of good standards.
109. Management of the subject is satisfactory. The coordinator has only just taken up the post and, while not a specialist in the subject, she has a clear plan of action about what needs to be done. A brief policy exists and there is a plan to review this shortly. Medium term plans based mainly upon national guidelines are in place and are being used well by the teaching staff. Resources are just adequate but insufficient funds are allocated to the subject and there are few opportunities for monitoring the teaching and learning. No system currently exists for assessing individual pupils at the end of each unit of work or for tracking the progress of individuals through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards of work produced by the pupils throughout the school are broadly in line with those expected. This is the result of very good recent improvements to the teaching, curriculum, and resources. This also represents a very good improvement since the last inspection when standards were found to be below those expected. Standards in lessons are rising fast due to the very good teaching. Older pupils, although not having covered all aspects of the subject in the past are making good progress and are on line to attain the level expected by the end of Year 6.
111. All pupils are making equally good progress. Those with special educational needs are supported where necessary to enable them to take a full part in the lessons. In the computer suite, for instance, less able groups are often given extra support from teaching assistants. Those with visual impairment benefit from one-to-one support and the use of a laptop to practise keyboard skills and touch-typing. Pupils from ethnic minority backgrounds or who have English as an additional language, and those from Traveller or fairground families make progress in line with their peers. The subject leader plans to offer extra-curricular opportunities to those who do not have access to computers at home.
112. In Years 1 and 2, pupils work collaboratively on imaginative maps of islands. They are able to log on to the computers using their own passwords. Year 2 pupils use art software to draw island shapes, which they can fill using different colours. The younger pupils then add a range of appropriate characteristics such as forests and mountains using pictures built into the program. They all use the mouse, cursor and icons confidently and are able to switch between different effects. Good examples of opportunities to emphasise the use of ICT in the real world are evident such as, for example, in one class where the role-play activity is a surgery and the receptionist has a keyboard and telephone for making appointments.
113. Year 3 pupils use a word processor to support their literacy work on speech marks. They are able to open the program, type in their conversation, and then use arrow keys accurately to edit and add speech marks. Some know the use of 'home' and 'end' keys. In Year 4, pupils learn to use a database by answering questions about different animals' habitats and that provides a very good cross-curricular link to the science curriculum. In Year 5, pupils use works by Matisse as inspiration when creating patterns in the same style. They can build pictures from a range of shapes and colours, manipulate the shapes by, for example, rotating them. During the lesson, they learn to access the drawing toolbar and to use it correctly for colour and drawing using different tools.
114. Pupils in Year 6 use databases to follow clues and decide who out of various suspects committed a crime. They extend this work by adding their own information to a database of famous and local figures from the English civil war in a very good link to their history topic. The higher attaining pupils are devising a slide presentation about the civil war using the computer. They are able to create text effects by changing colours and fonts, and to have moving text, as well as pictures and sounds.
115. The pupils' attitudes towards their work are very good and have a very positive impact on their attainment and the progress that they are making. They work well together sharing a computer workstation and helping each other as needed. For example, it is common to see pupils supporting others by reminding them of procedures or which icons or keys to use. Behaviour is largely very good and they treat the equipment with due respect and show restraint when there are problems with the network.
116. The quality of teaching is good throughout the school. A significant amount is very good and the subject knowledge and skills of all teachers has been much improved since the last inspection. Where the teaching is less successful it is due to poorer control and management of pupils in the computer suite. Teachers do not have sufficient resources to enable them to follow up the work done in the computer suite in their classrooms before the next ICT lesson. One of the strengths of the teaching is the good relationship between teachers and pupils and this gives children the confidence to try ideas out and to experiment with the hardware and software. The training received since the last inspection has given teachers access to a wider range of software and a better understanding of how this can be used to support learning in a range of subjects. The planning for lessons often makes clear the cross-curricular links evident in the work. Lessons sometimes suffer from failings in the computer network and the lack of access to an appropriate printer.
117. The leadership shown by the subject leader is excellent. In a very short time she has reviewed much of the school's work, updated schemes and policies and supported teachers with the delivery of the full curriculum. Although some areas, such as control and the monitoring of external events, are still weak, the overall impact of her work, and of that of the last subject leader, has had a very positive impact on

standards and the plans for the future are appropriate and look set to continue the very good improvements made so far. She has produced a very detailed action plan and this contains the necessary developments needed to continue the improvement made. The future plans for improving resources are appropriate and will help develop the better use of computers in classrooms.

MUSIC

118. Judgements about the pupils' overall standards were not made in the previous report, although singing was praised. This inspection was unable to make a judgement about standards at the end of Year 6 as no music was observed in those classes. However, standards in Year 4 and 5 are typical for the age groups, which would suggest similar standards for the end of the key stage. Singing heard during assemblies was good. It had a pleasant sound, was in tune and with clear words, and indicates that standards in singing have been maintained since the last inspection. By the end of Year 2, standards are also in line those expected.
119. Pupils in Year 2 sing well, with enthusiasm, in tune, with clear words and some expression, especially songs they know well. They are beginning to understand musical phrases and try to illustrate them by drawing an arc in the air for each phrase. Pupils can almost manage to sustain two different rhythm patterns, clapping or tapping them at the same time although a few pupils find this quite difficult.
120. Pupils in Years 3 to 6 sing well, especially when given some challenging material. They can identify the number of syllables in words so they can clap them accurately. Using popular songs pupils perform a variety of hand movements in time to the music. They also use nursery rhymes to explore different genre for example: "Mary had a little lamb", sung in a rock and roll style. Pupils have opportunities to learn to play the recorder individually and in small groups or as a class. Musical notation is introduced.
121. The progress of pupils across the school is at least sound, and good in relation to singing. Pupils develop an appreciation for music and relevant skills to enable them to enjoy and understand music and its elements such as pitch, dynamics, rhythm and tempo. All pupils are fully included in lessons and those with special educational needs are supported effectively. Pupils enjoy their music lessons. This was particularly evident during a Year 5 and a Year 4 lesson where teachers' knowledge and enthusiasm motivated pupils to sing and play well. They listen carefully and respond to teachers' questions. All pupils participate and in most lessons remain focused on the task.
122. The quality of teaching across the school ranges from satisfactory to excellent. No judgement can be made of the quality of teaching in the junior classes as the only lessons observed were taken by visiting teachers. These were of excellent quality but not representative of normal lessons. Teachers' expertise in music is used effectively as those with most knowledge take lessons where teachers feel less secure. A specialist teacher visits Year 5 weekly and takes the classes. This is proving very beneficial as the class teachers gain valuable insight into music teaching as well as giving the pupils a broader experience, such as learning the recorder as a class group. Where teaching is good or better, teachers' knowledge, expertise and enthusiasm motivate pupils to succeed and achieve higher standards. Emphasis is put on improving and developing the techniques of singing. Lessons are planned carefully with a variety of activities and a good pace, sustaining pupils' interest. Questions are used effectively to extend pupils' knowledge and understanding. All teachers are developing very good relationships with the pupils and this gives them confidence to respond and demonstrate what they can do. Where teaching is satisfactory, opportunities are missed to improve the quality of pupils' singing especially when learning new songs and the pace is slow.
123. Since the last inspection a subject leader has been appointed, a scheme of work put in place and more time allocated to the subject. However, the subject leader is aware the policy needs up-dating and that although there is a scheme it does not fulfil the needs of the non-specialist teacher. At present published schemes are being trialled. There are insufficient opportunities to promote music from a range of cultures or to monitor the teaching and learning. Pupils have the opportunity to perform in good quality school productions such as Oliver and in the church at Christmas, Easter and the Leavers' service. The school choir also joined other schools to perform in Dorchester Abbey. There is a range of extra-curricular activities available such as learning recorders, choir and orchestra. Orchestral instruments are taught and include strings, woodwind, and brass. To date few musicians visit the school, although the steel band from the local secondary school has been invited to play in the near future.

PHYSICAL EDUCATION

124. Only a small number of lessons were observed in the Year 1 and 2 classes during the inspection. However, the evidence is that the standards in gymnastics are satisfactory and broadly similar to those found at the last inspection. By the end of Year 6 standards are satisfactory in gymnastics and games and have been maintained since the last inspection. No lessons in athletics or swimming were observed. However, the expected National Curriculum standards in swimming are unlikely to be achieved as not enough time is available and this was also the picture at the last inspection. The evidence from the lessons seen is that most pupils make satisfactory progress in developing their basic skills and there are no significant differences between any groups of pupils within the school.
125. Year 1 and 2 pupils can move confidently on the floor, changing speed, direction and the level of their movements. They build simple sequences of movements and then work in small groups to create a group sequence. In Year 3, pupils have good skills in creating a range of movements building on basic curling, stretching and arching. Year 4 pupils play a range of games involving running and dodging, with changes of speed. They can extend this work by devising their own games using dodging and marking skills and they are aware of the need for rules and discussion about what the aim of the game is. Year 5 pupils demonstrate sound rugby skills and use them in practices designed to improve their skills of passing and marking. Year 6 pupils have sound netball and basketball skills, and are able to pass and control a bouncing ball well.
126. The quality of teaching is good throughout the school. In Years 1 and 2 teaching demonstrated high expectations of the pupils' collaborative skills and ability to develop sequences of movements. Good supportive teaching ensures that all pupils are fully included in the lessons. In the junior classes, very good teaching was characterised by a very secure subject knowledge and understanding. For example, in Year 3 the teachers' planning enabled her to extend pupils' skills from simple individual work on stretching and curling to more complex work in pairs creating and copying each other's movements. However, opportunities for pupils to observe and evaluate the work of others are missed. Occasionally, groups are too large for really clear developments in basic skills to be evident as too much time is spent without direct involvement in the game. The best teaching ensures that activities are regularly stopped and relevant teaching points are made; these extend pupils' learning and develop their skills appropriately. Consideration of pupils' safety is always evident in the planning and teachers ensure pupils are changed appropriately for lessons. There is little assessment of pupils' progress or attainment and this results in some activities being too difficult or too easy for some pupils.
127. The subject has not been a focus for developmental work over the past few years. The subject coordinator has maintained resources at a good level, especially for outdoor games, but the gymnastic apparatus is mostly unsuitable for the younger pupils. Little time has been available for the monitoring or development of teaching and there has been no recent training for teachers or other staff. The policy is in need of updating. There are schemes of work for gymnastics, games and swimming but not for athletics or dance. Teachers use national guidance when planning these lessons but the subject leader intends to adapt these to be more specific to the school's needs. At present there are few extra-curricular activities in sport. There is a football club run by a parent, and the subject leader takes netball and rounders clubs. These are all for the oldest pupils. However, the school runs three very good residential visits that include a range of outdoor and adventurous activities such as climbing, canoeing and orienteering. In addition, very effective use is made of sports events, such as football tournaments or cross country running, run by the local partnership of primary and secondary schools.

RELIGIOUS EDUCATION

128. Standards have been maintained at a very similar level to those found during the last inspection. The work from last year, supported by the present level of attainment evident in lessons, shows that by the end of Year 6 standards are in line with the expectations of the locally agreed syllabus. There are good links with literacy, as pupils are encouraged to record in their own words or to express their opinions and thoughts. There was insufficient evidence to judge standards at the end of Year 2 as little of the work is recorded in written form and only one lesson was observed.
129. In Year 6 pupils learn about Islam and the pillars of wisdom. They recall many facts about Mohammed's early life and how he received the word from Allah. In the discussion that followed, when pupils were asked to think how they would have felt if they had been Mohammed, their answers ranged from frightened,

responsible and amazed to privileged. They went on to talk about responsibilities within their homes such as looking after younger brothers and sisters, caring for pets and keeping their room tidy. Year 5 pupils considered the importance of the Qur'an and many knew how it should be handled and treated with respect. In Year 4, pupils were made more aware of pollution problems, through an amusing story. They also demonstrated a good understanding of how Jews prayed. The younger pupils talked about the importance of Abraham for the Jews and his trust when asked to sacrifice his son.

130. Pupils in Year 2 are very knowledgeable about the church as a place of worship, recognising a variety of features such as the spire and the stained glass windows. Pupils talk about their own experiences of baptism, weddings, and funerals. They know the Bible is a special book and that a story told in assembly came from the Bible.
131. Pupils throughout the school make satisfactory progress developing their understanding and appreciation of what religion and faith means to others. They enjoy their lessons and have good attitudes towards their work. They listen carefully and respond with interest to teachers' questions. Because of the good relationships with their teachers, pupils are prepared to disclose sensitive information about their thoughts and families. This was observed during a discussion in a Year 6 class. Pupils work well together when asked to talk about themselves with a partner.
132. The quality of teaching in the junior classes is good. Lessons are well planned with interesting discussion. Questioning is used effectively to extend or reinforce pupils' knowledge. Where teachers are enthusiastic and interested pupils are motivated to participate and to remain on task. No judgement can be made about the quality of teaching in Key Stage 1 because only one lesson was observed. A coordinator for the subject has recently been appointed so has had little time to develop the monitoring role. Criticisms made during the previous inspection have been addressed. The scheme of work, following the locally agreed syllabus, and policy are in place. Visitors representing various Christian churches visit the school and often lead assemblies. For example, the vicar takes assemblies once a week for both infant and junior classes. All pupils visit the local church to enhance their understanding of a Christian place of worship. At present, there is no opportunity to visit other places of worship. This is something the school is aware of and would like to organise in the future.