

INSPECTION REPORT

St Swithun's C of E (VC) Lower School
Sandy

LEA area: Bedfordshire

Unique Reference Number: 109604
Inspection Number: 187640

Headteacher: Mr R Price

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 22nd – 25th November 1999

Under OFSTED contract number: 706967

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Voluntary Controlled
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Ivel Road Sandy Bedfordshire SG19 1AX
Telephone number:	(01767) 680692
Fax. Number	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Osborne
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Miss M A Warner, RgI	Mathematics Information and communications technology History	Attainment and progress Teaching
Mr M Hudson, Lay Inspector	Geography	Pupils' spiritual, moral social and cultural development Leadership and management Attitudes, behaviour and personal development Attendance
Mr J Paull	Science Design and technology Religious education Under fives	Support, guidance and pupils' welfare Accommodation Partnership with parents and the community The efficiency of the school
Ms M Wallace	English Art Music Physical education Special educational needs Equal opportunities	Curriculum and assessment Staffing and learning resources

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MAIN FINDINGS

What the school does well

- There is very good planning for progression and continuity in the nursery and children under five make good progress, reaching higher levels than expected, especially in mathematics.
- Attainment in English and religious education in Key Stage 1 and mathematics, information and communications technology and religious education in Key Stage 2, have improved since the last inspection to be above average.
- There are good procedures for assessing pupils' attainment in core subjects at all key stages.
- Pupils with special educational needs make good progress in most subjects.
- Pupils' attitudes and behaviour are good throughout the school.
- There is a very good personal, social and health education programme.
- There is clear educational direction for the school at all leadership levels with committed and dedicated governors, senior management and staff. There is thorough development planning and evaluation of the school's work.
- Support, guidance and pupils' welfare provision is very good.
- There is very good provision for extra-curricular activities.
- There are very good links with the church and community.
- The accommodation is very good, the grounds are used well as a resource. The school is well resourced.
- Financial control and school administration are very efficient.

Where the school has weaknesses

- I. In many lessons, there is insufficient challenge for higher attaining pupils.
- II. There is too little regular, formal monitoring of teaching by senior management or subject coordinators.
- III. There are weaknesses in teaching in physical development of under fives, geography in Key Stage 1 and religious education in Key Stage 2.
- IV. A small minority of pupils are restless and inattentive.
- V. There is insufficient progress of pupils with special educational needs in mathematics in Key Stage 2.
- VI. There is insufficient education for pupils about the multi-cultural society in which they live.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome almost all of the weaknesses pointed out in the Key Issues of the last inspection in 1996.

- VII. The time allocated for the curriculum, overall, is now in line with national recommendations and there is good breadth and balance.

- VIII. The school has improved all aspects of planning and short-term plans clearly identify learning objectives and activities.
- IX. Classroom organisation has been simplified to reduce the number of subject activities with a greater focus on teaching.

However:

- X. there still needs to be a greater emphasis on learning objectives;
- XI. whilst the school has introduced multi-cultural topics, opportunities to experience and explore cultural diversity are still limited.

The school's capacity for improvement is very good. Staff work as a strong team and are determined to raise standards. The headteacher carries out formal research to ascertain how this can best be done. This is resulting in the school meeting its own targets well.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	A	B	<i>average</i>	<i>C</i>
Writing	A	A	<i>below average</i>	<i>D</i>
Mathematics	A	B	<i>well below average</i>	<i>E</i>

The attainment of most children on entry to the nursery is around what is usually found in other nurseries. There is, however, a large group whose attainment is above what is usually found and only a few for whom it is below. Pupils' attainment, overall, on entry to the school is above the expectations of those starting full time education.

The information above shows that the percentage of pupils reaching level 2 (the level expected of most pupils) in reading, writing and mathematics is well above average when compared with schools nationally and well above average in writing when compared with similar schools. The percentage reaching level 2 in reading and mathematics is above the average compared with similar schools.

The percentage reaching the higher level 3 was well below the average in reading, writing and mathematics and was average in science when compared with schools nationally. It was well below those of similar schools in reading, writing and mathematics and below similar schools in science. The school has begun to address the needs of higher attaining pupils in mathematics who, at the end of Key Stage 1, work at a very good pace and are reaching above average standards. Higher and lower attaining groups in Years 3 and 4 have been selected for specific additional teaching in mathematics, through an integrated learning system on computers and standards are improving.

Attainment in information technology, at the end of Key Stage 1, is in line with expectations and, in Key Stage 2 is above expectations. Attainment in religious education, both at the end of Key Stage 1 and Year 4, is above the expectations of the local agreed syllabus. Progress is satisfactory in Key Stage 1 in

art, geography and physical education and good in design and technology and music. It is very good in history. In Key Stage 2, progress is satisfactory in art, geography, history and physical education and good in design and technology and music.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Good	Very good	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Good	Good	Satisfactory

Teaching is satisfactory or better in 94 per cent and good or better in 69 per cent of lessons. It is very good or better in 33 per cent. In four per cent it is unsatisfactory and in two per cent it is poor. Most observations of information technology relate to small, well-planned withdrawal groups, working at targeted levels of attainment. It was possible to observe only very few lessons in religious education, so judgements are made relating to these observations, the scrutiny of work and the school's documentation, and discussions with teachers.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good. The school is a calm, purposeful and orderly community.
Attendance	Attendance is satisfactory and pupils are punctual. The attendance rate, in the last school year, was broadly in line with the national average and unauthorised absence was well below the average.
Ethos*	The ethos for learning is good. Pupils' attitudes to learning are good, they approach their work with enthusiasm, purpose and a willingness to learn, but there is a small number of pupils who are inattentive. Relationships are good throughout the school. There is a commitment to high standards, but this has only recently been applied to extending the higher attainers more recently.
Leadership and management	The leadership and management of the school are very good. There is very clear educational direction for the school and development planning is very good at all levels. Governors are well informed and committed. There is a Good. The school places an appropriate emphasis on literacy and numeracy and provides a broad and balanced curriculum. Good use is made of visits and visitors to the school to support and enrich the curriculum. The curriculum for the under-fives is very good. Provision for extra-curricular activities is very good.
Curriculum	
Pupils with special educational needs	Pupils with special educational needs make good progress and are very well supported by the special educational needs support assistants. Whilst attainment is lower than most of their peers, pupils achieve good levels when account is taken of their particular learning difficulties. There is a policy to identify able and gifted pupils, but this has yet to be fully implemented throughout the school.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual and social development is good. There are strong links with the church and good opportunities for spiritual development through religious education lessons. Pupils are given a range of responsibilities and mix well across the age groups. Provision for moral development is very good through a clear Personal and Social Education programme. Provision for pupils' cultural development is satisfactory, but there are limited opportunities for them to experience a wide range of cultures.
Staffing, resources and accommodation	The provision of teaching and support staff is good and provision of learning resources, such as equipment and materials throughout the school, is very good. This has a positive impact on standards achieved by pupils. The accommodation is very good for effective teaching. The school is well designed and the outside area is well developed as a learning resource.
Value for money	The funding that the school receives is about average for its type. Taking its social context and the attainment of pupils on entry into account and, comparing these with overall standards that are achieved, the school provides sound value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

What some parents are not happy about

- XII. The fact that their child likes school.
- XIII. That they find it easy to approach the school with questions or problems to do with their child.
- XIV. That parents play an active part in the life of the school.
- XV. The school's values and attitudes have a positive effect on their children.
- XVI. They are mainly satisfied with the work they are expected to do at home.

clear un

sometin

become:

supervis

homewo

- XXII. Inspectors agree with the positive views expressed by parents.
- XXIII. There is a good homework policy, which is implemented well. There is an appropriate amount set in Years 3 and 4.
- XXIV. Inspectors agree that the way parents are informed about the curriculum in the prospectus is not always as clear as it should be to a lay reader and parents are not informed on a regular basis about what their child is to learn.

XXV. Inspectors have no specific evidence that complaints are not handled well.

XXVI. Inspectors agree that challenge for the higher attainers is not always satisfactory and some pupils can become bored.

XXVII. Lunchtime supervision is adequately resourced.

KEY ISSUES FOR ACTION

To continue to raise standards in the school the governors and staff should:

XXVIII. plan consistently for higher attaining pupils, so that the above average standards reached in the nursery are maintained throughout the school (paragraphs 12, 13, 14, 15, 16, 18, 22, 36, 46, 67, 112, 115, 118, 119, 122, 124).

XXIX. devise strategies for the formal monitoring of classroom teaching on a regular basis by the headteacher and subject coordinators, to improve the small amount of less effective teaching and bring it up to the good standards found in the majority of lessons (paragraphs 64, 66, 81); and

XXX. rectify the lack of attention amongst a few pupils (paragraphs 23, 30, 50, 64, 117).

Minor weaknesses:

XXXI. improve planning for the physical development of children under five (paragraphs 33, 42, 96);

XXXII. develop a long-term plan for making on-going links with people and places of different cultures (paragraph 53); and

XXXIII. bring the Governing Body up to full strength (paragraph 65).

INTRODUCTION

Characteristics of the school

1. St. Swithun's Church of England Voluntary Controlled Lower school is slightly smaller than primary schools nationally, with 168 pupils on roll (including the equivalent of 36 places in the nursery), rising to 188 in the summer term. The school has a strong Christian ethos and special links with the St. Swithun's Church community. It is situated in the market town of Sandy in Bedfordshire and has a geographically varied catchment area, which includes part of Beeston, Sandy town centre and high street and local authority, private and association partnership housing. Forty per cent of pupils come from outside the immediate catchment area. The main school was opened in 1987 and replaced the Victorian buildings which dated from 1869. The award winning, purpose-built nursery unit was opened in June 1991. At the time of the inspection, there were 62 pupils under-five, 10 of whom attended full-time. Children living in the catchment area are admitted into the nursery as early as possible during the year that they are three. If there are any spare places after this catchment area allocation, children not residing in the catchment area are admitted as far as possible with their own age group. If there is not room for all non-catchment area children in any one age group, places will be offered as soon as possible from a waiting list according to age. At this stage, they attend part-time each afternoon. When they are four, they remain part-time, but switch to morning sessions. In the term before their fifth birthday, they attend full-time. Children are admitted to main school from the nursery at the beginning of the term following their fifth birthday. A main school place is available for all children residing in the catchment area and siblings of older children already in the main school. If there are any spare places within that age group, they are offered to children not residing in the catchment area upon request. The attainment of most children on entry to the nursery is around what is usually found in other nurseries and there is a large group whose attainment is above what is usually found. Standards on entry to the main school are above average.
2. The percentage of pupils receiving free school meals (8 per cent) is below the national average. Seven per cent of pupils have been identified as having special educational needs, which is well below the national average. The percentage of pupils with statements of special educational need (2 per cent) is slightly above the national average. The number of pupils who speak English as an additional language (0 per cent) is low.
3. The school has twenty-nine listed aims, subdivided under four headings:
 - Aims related to personal, emotional development:

To feel happy and secure, confident, positive and eager to learn with enquiring minds, valuing their own individuality. To achieve his/her potential and a multifaceted interest in life, aware of his/her strengths and weaknesses and able to understand and find ways of controlling emotions and behaviour.
 - Aims related to social, moral development:

To encourage the growth of independence; an ability to co-operate; a sympathetic awareness of other people, including the cultures of various ethnic groups; an awareness of the environment; an acquisition of personal moral values.
 - Aims related to spiritual, religious development:

To foster the spiritual development of each child according to Christian principles; aware of the spiritual aspects of prayer and worship; aware of the beliefs of the major world religions.

- Aims related to intellectual development:

To develop linguistically, mathematically, scientifically and environmentally, aesthetically and physically.

1. Priorities for the coming year are:

- To complete Numeracy Strategy training and fully implement, using Bedfordshire CC planning guidelines. Monitor and review termly.
- Continue to monitor and review the implementations of the National Literacy Strategy. Refine and evaluate throughout school.
- Continue to monitor and review the Action Plan for ICT.
- To fully implement the revised requirements of the National Curriculum for August 2000.
- To fully implement Early Learning Goals in the Nursery from September 2000.
- To monitor the implementation of the Home School Agreement and Homework Policy.
- To monitor the success of the QCA schemes and guidelines for Art, History, Geography, ICT, Science and DT.
- To address OFSTED Inspection Key Issues.
- To continue with the analysis of school data to identify any areas of underachievement across the school population.
- To continue to monitor pupil outcomes and work towards school/LEA/Government Targets.

1. Performance targets for the coming year are:

% Level 2 and above	1999		2000
	Target	Achieved	Target
Reading	100	93	96
Writing		100	99
Mathematics		98	99

5.

Although performance is dependant on cohort size and ability, other current targets are:

- To maintain A A* status at Level 2 and above
-
- To increase the percentage of children achieving Level 3 at KS1

6. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999 (1998)	14	18	32

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	14	14
	Girls	16	17	18
	Total	29	31	32
Percentage at NC Level 2 or above	School	93 (100)	99 (100)	99 (95)
	National	69 (65)	69 (59)	78 (69)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	18	18	18
	Total	32	32	32
Percentage at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	68 (64)	69 (64)	75 (70)

6.

Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	5.4
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

6. **Exclusions**

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	0
	Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	33
	Satisfactory or better	94
	Less than satisfactory	6

6.

.....

6.
parentheses refer to the year before the latest reporting year

¹ Percentages in

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

2. The attainment of most children on entry to the nursery is in line with expectations. There is, however, a large group whose attainment is above what is usually found and only a few for whom it is below. Attainment in the nursery is in line with expectations in personal and social development and in their knowledge and understanding of the world. In their physical development, it is above expectations in the development of fine motor control, but variable in outdoor activities which involve gross motor control. It is above expectations in language and literacy, mathematics and in creative development. There were no pupils under five in the main school at the time of the inspection. Attainment on entry to the school at five years old, overall, is above average.

3. Attainment in English in the National Curriculum tests at the end of Key Stage 1 in 1999, in reading and writing, was well above the national averages. No pupils achieved the higher level 3 grade in writing, which is well below the national average. Taking the past three years

together, the figures show that pupils' performance at level 2 in English was above the national average. Compared with similar schools, attainment was above average in reading and well above in writing. The findings of the inspection confirm that pupils' attainment in English at the end of Key Stage 1 is above the national average for reading and writing.

4. Standards in mathematics in the National Curriculum tests at the end of Key Stage 1 in 1999 were well above the national

average
and were
above the
average
when
compared
with
similar
schools.
The
percentage
reaching a
higher
level 3
was,
however,
well below
the
national
average
and well
below the
average
when
compared
with
similar
schools.
Inspection
findings
show a
wider
spread of
attainment
in the
present
Year 2,
half way
through
the autumn
term, with
a fifth of
pupils not
yet
reaching
level 2, but
a quarter
of the
pupils now
working at
a good
pace and
reaching
above and

sometimes well above average standards.

5. Standards in science in the 1999 National Curriculum teacher assessments were well above the national average and also well above average when compared with similar schools. The number reaching higher than the expected level, however, is in line with the national average, but below the average for similar schools. Nevertheless, this is an improvement on the results of 1998. At the time of the last inspection, standards in science were

broadly in line with national expectations at the ages of both seven and nine-years-old. A small amount of underachievement was found, however, in the younger age group, whereas in the older age group, a small number of pupils achieved at higher than expected levels in 1996.

6. By the end of Year 4, in English, pupils achieve above the county average in reading at level 3 and below the county average in the higher level four. In writing, pupils achieved below the county average in both level 3 and level 4.

Although attainment in writing is now average in lessons, standards of presentation are often unsatisfactory. Standards of speaking and listening are above average. Attainment in Year 4 is average, overall, in English.

7. By the end of Year 4, in mathematics, attainment is above that expected of pupils of nine years old. Between 1998 and 1999, the improvement, by 41 per cent, in data handling raised the overall standards in mathematics.

8. Attainment

in science at the end of Year 4 is in line with expectations, with some nearly all pupils achieving at the expected level or above.

9. Provision for higher attaining pupils is improving through careful analysis of test results, particularly in mathematics. In many lessons, however, there is still insufficient challenge for them and they do not achieve at high enough levels. Average attaining pupils achieve at a satisfactory and often good level. Pupils with

special
educationa
l needs are
generally
well
supported
and make
good
progress.

10. The school
has
successfull
y
implement
ed the
National
Literacy
Strategy
and this is
having a
beneficial
effect on
standards.
The
numeracy
strategy is
in place
and
teachers
are still
finding
ways of
improving
their
practice in
numeracy
sessions,
but, in
general,
the
numeracy
lessons are
working
very well
and are
generally
making a
good
contributio
n to raising
standards.
In classes
where

there is a very wide range of attainment, however, the teaching of pupils of very different attainment in class sessions sometimes causes pupils' time to be wasted when work is too easy or too difficult for higher and lower attainers.

11. In English and mathematics, there has been a marked improvement in standards since the last inspection. Good standards in reading have been maintained. In mathematics, over the last three years, standards have varied, with a drop in

1997, but a rise, to be level with the national average in 1998 and well above the national average in 1999. In science, standards are broadly similar to the last inspection. The school now analyses where further improvement is needed in the different aspects of the core subjects and for pupils of different attainment. Targets to raise the attainment of all pupils to the expected level 2, have been in place for some time. The school is now setting additional targets for the higher

attainers.

12. Standards in information technology are in line with national expectations in Key Stage 1 and above expectations in Year 4 where pupils cover a very wide range of tasks and activities. Pupils who are withdrawn for specific teaching make good progress both in knowledge of how to use information technology and in the specific subject they are studying. Year 2 pupils can draw a square, on their own, using directions such as 'forward' and 'back' and can make turns of 90

degrees.
Because of
careful
individual
and group
teaching
these
pupils
often reach
above
average
standards
in these
groups.
Informatio
n
technology
is
beginning
to be used
well across
the
curriculum
as teachers
gain
confidence.
The one
area which
holds back
progress is
when Key
Stage 1
pupils are
not used to
recognisin
g capital
letters on
the key
board.

13. At the time
of the last
inspection,
standards
in religious
education
were in
line and
often
better than
expected in
relation to
the locally
Agreed

Syllabus.
Currently,
attainment,
at the ages
of seven-
years-old
and at nine
when
pupils
leave the
school, is
usually
above the
expected
levels
described
in the
Agreed
Syllabus.
This
represents
an
improvement.

14. Progress in
Key Stage
1 is
satisfactor
y in
geography
and
physical
education
and is
good in
art, design
and
technology
, music
and
history.
Progress in
Years 3
and 4 is
satisfactor
y in design
and
technology
,
geography,
history and
physical
education

and good
in music.
No
judgement
could be
made
about
progress in
art in Key
Stage 2, as
too little
was seen
during the
inspection
to form a
judgment.

15. There is little
planning
for pupils
of differing
attainment
in the
foundation
subjects
and there
is not
enough
planning
for higher
attaining
pupils to
reach high
standards
in subjects
they are
good at.
Pupils with
special
educationa
l needs
attain
levels that
are
generally
lower than
most of
their peers,
but they
make good
progress
when
account is
taken of

their particular learning difficulties.

The use of individual education plans is good, the targets in the individual education plans are appropriate and strategies to support pupils are well defined and successful.

They receive good support, enabling them to fully participate in all aspects of the curriculum.

16. In the National Curriculum tests over the three years 1996 to 1998, the performance of boys in reading, writing and mathematics was above the national

average.
The performance of girls was well above the national average in reading and writing and above the national average in mathematics. In the work seen during the inspection, there was no significant difference between the standards achieved by boys and girls or different year groups.

17. Whilst the school has worked hard to bring most pupils up to average levels of attainment the standards reached by higher attainers are not high enough. The school is aware of this and

has begun
to address
this
weakness.

22. **Attitudes, behaviour and personal development**

18. Pupils have good attitudes and response to learning. They approach their work with enthusiasm, purpose and a willingness to learn. Pupils show commitment and enthusiasm and they generate many interesting ideas, listen to what others say. Their contributions to class discussions are often thoughtful and imaginative. Both infants and juniors work effectively on their own and in group activities and their research, retrieval and evaluation skills are satisfactory. In Year 4, in some lessons however, a small number of boys are restless and slow to settle and they are a distraction to other pupils.
19. The under-fives are good at sustaining concentration and staying on task for long periods of time. The high expectations of behaviour that are set also have a positive impact on their willingness to sit and listen. Children co-operate well together, are polite, know how to behave well and understand the difference between right and wrong. They develop very good relationships with adults in the nursery. They take responsibility for clearing up the main areas at the ends of sessions very well.
20. Almost all parents answering the questionnaire, supported by those attending the parents' meeting, confirm that the school's attitudes and values have a positive effect on their children and a similar number say that their children enjoy school. The school's attitudes and values have a positive impact on pupils' self assurance and motivation.
21. Pupils' behaviour is good. Throughout the school, the atmosphere is calm, orderly and purposeful. There were no exclusions in the last school year, which is better than the national average. The majority of parents say that the behaviour policy achieves high standards of good behaviour and recent visitors to the school have commended pupils for their good behaviour. The general standard of pupils' behaviour improves their attainment and progress.
22. The quality of relationships in the school is good. Pupils are considerate, tolerant and caring, they co-operate and support each other and they understand the

importance of community. Their relationships are relaxed and constructive and they appreciate the different needs of infants and juniors. Older pupils help the younger ones with such tasks as computer training. Relationships are developed and reinforced during extra-curricular activities and educational visits. Pupils are courteous, friendly and pleasantly inquisitive. They interact easily with staff, visitors and their peers. Mixed genders work effectively together and take part in the same extra-curricular and sporting activities. Lunch is a well mannered, pleasant, social occasion for most pupils and adults. Pupils with special educational needs are fully integrated into the school community.

23. Other aspects of pupils' personal development are very good. Older pupils are suitably independent, have enquiring minds and take responsibility for their actions. They respect the feelings, values and beliefs of others and are caring and respectful of personal and school property, such as computers and books. Pupils have a very positive interest in the environment, enjoy visits to nature reserves such as the River Ivel water meadows and volunteer to help in developing the school environmental area. Pupils are diligent and trustworthy and they welcome responsibility. Older pupils are given tasks such as preparing equipment for assemblies, library duties and milk monitoring. They are presented, too, with well-conceived challenges and opportunities to show initiative, for example, pet care and arranging charitable donations. Pupils have a very strong sense of citizenship. The teaching of citizenship is particularly good and, together with a very close association with the church, participation in local events, such as music festivals and visiting residential homes and care centres, is providing pupils with a very good preparation for contemporary life.
24. Overall pupils' attitudes to the special educational needs provision is very good and they respond very well. Pupils withdrawn from class for small group work enjoy the sessions; there is a sense of excitement, fun, challenge and achievement. Pupils demonstrate high levels of trust and confidence in their teachers and classroom support helpers. Behaviour is very good and pupils maintain good levels of concentration. The support sessions for special educational needs pupils make a very good contribution to pupils' personal development, encourage independence and develop confidence in their own ability and self-esteem. Pupils particularly enjoy the challenge of their separate sessions. They concentrate well throughout

25. In the last inspection, the majority of pupils were judged to have good attitudes to learning, except in a minority of instances and behaviour and discipline were good. The overall judgements are substantially the same, but there are still a few pupils who are restless and inattentive in lessons and in assemblies, spoiling the overall good attitudes and standards of behaviour achieved by the majority.

30. **Attendance**

26. Pupils' attendance is satisfactory. The attendance rate in the last school year was broadly in line with the national average, while unauthorised absence was well below the average. Pupils are punctual to lessons, which start and finish on time. Together, attendance and punctuality have a positive impact on pupils' attainment and progress. The attendance rate is somewhat lower than at the time of the last inspection, while the rate of unauthorised absence is the same.

QUALITY OF EDUCATION PROVIDED

31. **Teaching**

27. The quality of teaching is satisfactory or better in 94 per cent of lessons; it is good in 36 per cent, it is very good in 33 per cent and excellent in 4 per cent. In four per cent of lessons it is unsatisfactory and in two per cent it is poor. The three unsatisfactory or poor lessons, during the inspection, were in different key stages and do not reflect the overall quality of teaching of any one teacher. There has been very good improvement in the quality of teaching since the last inspection when 80 per cent of lessons were satisfactory or better and 20 per cent good or better.

28. Overall, the quality of teaching in the nursery is good. Three lessons out of seven are very good and three are good. The focus on children's physical development in the outside area in the afternoon, however, is of poor quality. The good and very good teaching is based on good knowledge of the areas of learning and of the needs of the children. Teachers and nursery nurses assess children's responses well. Anything that is particularly significant is jotted on to a 'post-it' and placed on a board, so that it is not forgotten. It is then included in children's records at a later time, so that teaching time is not lost. As well as a useful way of keeping a record, this also represents a good use of time. Resources are well used and teachers and nursery nurses are very good at questioning across the

breadth of the areas of learning, which, again, uses time well. It ensures a good rate of progress in many of the areas simultaneously. The poor teaching occurs when planning for running, jumping, balancing and similar activity is not sufficient to ensure that the requirements of the particular area of learning are properly met.

29. Provision for children under five is mainly managed very well. All members of staff are included in planning and good use is made of links with local colleges and the upper school. This results in placements of students on work experience, childcare or nursery nursing courses, who are equipped to make valuable contributions to teaching and supervision. Children are themselves well prepared to begin working on the National Curriculum. Full-timers, for example, are introduced well to the more formal style of literacy and numeracy hours.
30. Where teaching is excellent, time is used particularly well to assess and correct pupils at the start of the lesson. The management of pupils is firm and expectations of high standards of behaviour are consistent, so that learning can take place effectively. Pupils are continually encouraged by the teacher and show appreciation of each other's achievements. Activities during a lesson are varied and pupils are not expected to sit in any one position for too long. Teaching is also excellent when small groups are withdrawn to work in the computer suite. There is very good subject knowledge and individuals are given very clear teaching of new concepts. The one to one attention that they receive promotes high levels of progress. Time is used very well with pace, even in a small group, being emphasised well. In lessons where teaching is very good, teachers have high expectations, provide good role models, for example in reading aloud and ensure that all pupils' feel that their contribution is valuable to the class task. In the best lessons, teachers guide pupils questions during focused discussions, extending their thinking well. Where there is very good classroom management, pupils move quickly from one task to the next and settle quickly to their work. Very good teaching is also evident where teachers have original ways of explaining new concepts. For example, when learning about halving numbers, children are grouped together and an imaginary knife brought down between the two halves of the group. The clarity in which instructions are given also promotes learning well and is an example of very good teaching, as is the very good feedback and guidance given to pupils about how they can improve in some art lessons. In

design and technology lessons, pupils are encouraged to co-operate to solve problems and, as in other lessons, the plenary session is used effectively to discuss and recap on techniques and evaluate work. In history, very good teaching is reflected in the way teachers continue to question a pupil to draw out further information. A clear sequence to the lesson, following a methodical approach, gives pupils confidence and security. Outdoor visits are very well organised and the good adult/pupil ratios ensure that teaching continues, when on a walk. In some lessons, a slower pace is effective, such as when Year 1 pupils discuss old and new. This gives them time to develop the concept and discuss why they think something is old or new. In music, the clear planning, good level of challenge and excellent evaluations and feedback given on pupils' compositions, reflect very good teaching. Good cross-curricular teaching is used in many lessons.

31. Where teaching is less than satisfactory there is too little planning for the higher attainers, who are not sufficiently challenged and do not reach higher levels of attainment. Pupils with special educational needs are sometimes left for too long on their own, unable to do the work set, working neither with a partner nor an adult. Mental mathematics sessions are not always used sufficiently to correct errors and planning does not sufficiently allow for pupils to participate when music is played. When management is unsatisfactory or poor, expectations of high standards of behaviour are not adhered to and disruptive pupils are not dealt with soon enough. Encouragement is often limited in such lessons and questions tend to be directed at a few pupils, disaffecting others. Very occasionally, the teaching of a straight forward fact, such as left and right is too vague and too little thought goes into pupils' positions when sitting on the carpet during discussions and whether left and right is the same from their position as it is from the teacher's. Different techniques and pace are not used for teaching facts and for drawing out ideas and knowledge in lessons where learning is more developmental.
32. The teaching of pupils with special educational needs is good. Teachers demonstrate particular commitment to their needs. Teachers are experienced and knowledgeable about special needs pupils. There are no weaknesses in the teaching of lower attaining pupils and those with special educational needs. There is little special teaching for the gifted and talented pupils and this is the only weakness in the special educational needs

provision. Teachers use resources very well. In the very best sessions, resources have been tailor-made for pupils' particular needs, for example the 'Christmas envelopes and the sliding game'. These games have a positive impact on developing enjoyment, challenge and confidence through the knowledge gained. Teachers make good use of resources to guide pupils. Teachers often fully extend the pupils with challenging activities which are fun. Confidence and competence are developed through repetition and re-inforcement of previous learning and further challenges are added. The pace of all lessons for these pupils is good. Teachers have appropriate expectations. There is a good homework policy which is implemented well.

33. The school has addressed the key issues of the last inspection with regard to improving long and medium term planning, but short term planning, still lacks clearly defined work for pupils of different attainment. Classrooms are better organised and the number of simultaneous activities has been reduced. Improvement has been satisfactory, overall.

38. The curriculum and assessment

34. The school provides a broad curriculum covering all subjects of the National Curriculum and the locally agreed syllabus for religious education. It promotes pupils' intellectual, social and personal development and prepares them for the next stage of their education. The time allocated for the curriculum, overall, is in line with national recommendations, which is an improvement since the last inspection. The school has retained a good balance of all curriculum subjects despite the implementation of the literacy and numeracy strategy. Key issues of the last inspection, relating to the curriculum, have been addressed effectively.
35. The curriculum is effective in supporting the intellectual and personal development of pupils. There is an appropriate emphasis on English, mathematics, science, information technology and religious education. Information technology is used well to support other curriculum areas. The emphasis placed on information technology is good and pupils are given regular opportunities to develop their skills. The school has implemented the literacy and numeracy strategies and proper emphasis is given to the development of literacy and numeracy skills in other subjects. The curriculum makes good provision for personal and social development in all classes. Sex education and

drugs awareness are dealt with in cross-curricular work. Drama is used within the curriculum for assemblies and end of term concerts effectively.

36. Policy statements and schemes of work for all subjects of the National Curriculum have been put in place since the last inspection. Schemes of work provide a clear guide to progression within subject areas of the curriculum. Curriculum planning is good, overall. Short term planning is generally well focused and clearly identifies the learning objectives and activities for lessons.
37. Children under five are provided with a very good curriculum that promotes learning effectively. The curriculum places considerable emphasis on the development of language and number skills. Very good organisation ensures full equality of access to all in other aspects of the Desirable Learning Outcomes. Planning is very good, except for physical development in the afternoons, and daily assessment procedures ensure that the progress of the children is closely monitored.
38. The school's provision for ensuring equality of access and opportunity for all its pupils is satisfactory, overall. All pupils have full access to the curriculum and most other activities provided by the school. The school has a policy which identifies time spent on homework and which is effectively applied. The provision for pupils with special educational needs is good. Pupils are supported in groups and as part of the whole class. The school ensures that pupils with special educational needs experience all subject areas and that work is set appropriate to their attainment. Occasionally, however, work is too difficult for the lower attainers in mathematics. The use of individual education plans is good, the targets in these plans are appropriate and strategies, to support pupils, are well defined and successful. Reviews of individual needs meet statutory requirements and parents are fully involved and informed. The school is beginning to make provision within classroom work to extend gifted and able pupils. There are examples of good practice in some English and mathematics lessons where pupils are withdrawn for individual and group teaching, but these need extending further within classrooms.
39. The school's provision for extra-curricular activities is very good. It offers a wide range of sporting activities such as line dancing, games, unihoc, football and athletics. Music clubs include choir, recorder for beginners and

advanced level. All clubs are very well organised and provide very good learning opportunities for pupils to extend their skills, knowledge and understanding.

40. Pupils experience a range of visits and visitors to support the curriculum. The local area is well used and the residential visit to a contrasting locality of Derbyshire for Year 4 pupils enriches pupils' experiences. Dance groups, such as Kadam, enable all pupils to develop awareness of and experience Asian dance.
41. The assessment of pupils' attainment and progress as they move through the school is good, overall, and very good in the nursery. A careful assessment of the children in the nursery is carried out, using the local Baseline Assessment Test. The information gained is used to plan appropriate activities for each child. Regular tests and formal assessments in the main school provide teachers with information about what pupils know and understand. These include continual assessment as well as the national end of key stage tests. The progress of groups and individuals is monitored closely and individual records are kept. Assessment information is passed between year groups. Whilst assessment is used well to find out what pupils know and can do, it is not used sufficiently to set targets, particularly for the higher attainers, except in mathematics.
42. A significant feature is the good assessment of pupils with special educational needs and the assessment of the many new pupils who enter the school during the academic year. There is a good assessment policy that is updated regularly and clearly identifies assessment opportunities throughout the year. The school has carefully analysed the results of National Curriculum tests and has identified targets and areas for improvement. The staff use the information well to pinpoint relative weaknesses in the school's approach to teaching. For example, data handling was identified as a weakness in mathematics. Strategies were agreed to improve this aspect and the resulting national tests showed considerable improvement. Class teachers keep an observation file for recording assessments, observations and any significant developments. These are rigorously maintained and have a positive impact on developing evidence that is used to inform planning. A collection of work is made for each pupil. This has a positive impact on encouraging pupils to reflect on their work.
43. Since the last inspection, the school has improved all aspects of

planning and all National Curriculum subjects are planned for individually. It has maintained good systems of assessment, recording and reporting on pupils' progress. Good progress has been made in analysing pupils' performance in the tests and using the information to inform teaching. Work was planned to remedy the deficit and this is now having positive results. The school complies with statutory requirements regarding the testing of pupils at the end of Key Stage 1.

48. **Pupils' spiritual, moral, social and cultural development**

48.

44. The school's aims include provision for pupils' spiritual, moral, social and cultural development and this provision is good, overall. Over 90 per cent of parents agree, or strongly agree, that the values of the school have a positive effect on their child's development.

45. Provision for pupils' spiritual development is good. The school has strong links with the local church, which pupils visit for services such as harvest, Ascension Day and an end of year leavers' service (when they are presented with a Bible) and also visit as a teaching resource. In religious education and assemblies, pupils have a natural attitude to prayer, commenting sometimes in class, during such lessons as 'circle time' when they talk about problems, that 'we ought to pray about that'. Relationships in the school are good, staff provide good role models and pupils show respect for other people's beliefs when they learn about the special books of different religions. Pupils show a growing understanding of themselves and others when they write about their feelings and their understanding of special places to themselves and to people belonging to different religions. Collective worship takes place in the hall daily, following planned themes and pupils take a full part in the singing of hymns and saying of prayers. A small minority are not always attentive when everyone is being spoken to and, in one assembly, when few class teachers were present, they were not helped to focus on the person speaking to them. At the end of assemblies, pupils often go up to the person who has been taking it to discuss some particular aspect that has interested them or to share some news with them. The rector takes assembly weekly and is well known by the pupils. Prayers or grace are also said in classes or the hall at the end of the morning. The quality of collective worship is usually satisfactory, overall, and sometimes good. Good opportunities are also given within the curriculum to develop pupils' spiritual development, such as in English where pupils show real delight and

joy in listening to a range of sounds and in religious education, when learning about baptism and in music when they listen to music of Purcell.

46. Provision for pupils' moral development is very good. There is a very good personal and social education programme and moral development is planned for in 'circle time' as well as through assemblies and the daily life of the school. Emotions, such as sadness and unkindness, are discussed. Lessons are sometimes planned round a photograph, particularly chosen to promote a discussion on what is right and what is wrong, what pupils would do in certain circumstances such as bullying, how they would help and why people behave like this. Pupils have a good sense of right and wrong. Problems are sometimes acted out, such as the difficulties of older pupils playing with younger ones. They realise that the language used by Year 4 and Year 1 pupils will be different and that running with Year 4 pupils is different from running with a Year 1 pupil and may cause problems. The staff feel they have an extra responsibility to guide the pupils as members of a church school. The headteacher often has discussions with individual pupils about why something is right. Teachers keep him well informed and he is available at the start and end of the day for parents to discuss any problems.
47. Provision for pupils' social development is good. Pupils come from many different backgrounds and learn at an early age in the nursery how to share and work in groups socially. They learn about rules and how to co-operate with one another. Pupils are given a good number of responsibilities, such as preparing for assemblies, helping to take and collect the milk cartons, looking after the animals and helping in the library. They regularly help with the outside work on the environmental area and some write stories to read to younger pupils. The after-school clubs also provide many opportunities for pupils to develop socially. In Year 4, pupils go on a residential visit and this prepares them very well for transfer to Middle school. They learn to take responsibility for their own actions and come back to school more mature and independent, having learned to live and work together away from home. In the local community, the link with a residential home provides pupils with opportunities to mix socially with elderly people and the very good contribution of the Retired Volunteer Groups in the school also provides pupils with social opportunities. Links with the church and through music groups give further opportunities for social development.

48. Provision for pupils' cultural development is satisfactory. Music is strong in the school and pupils' cultural development is promoted well through this subject. Pupils respond enthusiastically to literature in Key Stage 1 and, by the time they leave the school, they show that they can use their reading ability to explain, for example, about archaeological sites from a different culture. Cultural development through art is satisfactory. The school has visits from dance groups, such as an Asian dance group and theatre groups and musicians. Writers and poets have run workshops in the school and topics on Indian dance and Asian hand paintings have been studied. Whilst the school has improved the provision for pupils' understanding of different cultures since the last inspection, there is still little evidence of the multi-cultural nature of Britain in the day to day life of the school. 'Other cultures' are being studied on a rather ad hoc basis and topics are not sufficiently planned to help pupils relate to those they are likely to meet when leaving their own environment.
49. The special educational provision has a very positive impact on pupils' spiritual, moral, social and cultural development. Pupils develop confidence and competence in their own ability and they are very well integrated into the life of the school.

54. **Support, guidance and pupils' welfare**

50. Support, guidance and pupils' welfare are very good. There have been improvements since the last inspection, when it was 'effective', with the development of the personal and social programme. The school environment is safe, caring and secure and pupils are encouraged to become responsible and well integrated members of society. Staff know the children very well, pastoral care is a high priority and parents confirm that their children receive very effective support and advice across all aspects of school life. There is a good personal, social and health education programme which includes sex and drug education, health promotion and circle time. The school holds a healthy schools award. There are regular celebratory assemblies at which pupils' achievements and efforts in work, extra curricular activities, helpfulness and good behaviour are recognised. The school has its own nursery class and a close relationship with several local playgroups. As part of its induction procedure the school invites playgroup children to school events such as the carol service, conducts home visits and issues a very useful nursery starter pack. Very good transfer arrangements are in place with the

middle school which most pupils attend. As well as the transfer of academic records, there are sporting, social and pastoral contacts and exchange visits.

51. Procedures for monitoring progress and personal development are very good and a strong feature of the school. Pupils' work portfolios, which include reading diaries, work samples, assessment results and record cards, are carefully maintained and appropriately used. The procedures for monitoring personal and social development in the under fives are very good. The school has a good policy for able and gifted children, but this is not fully implemented. The monitoring of pupils with special educational needs is very good. Education plans are carefully drawn up and applied with proper understanding and specialist staff and resources are very effectively used.
52. The school's procedures for monitoring and promoting discipline and good behaviour are good. The behaviour/discipline policy is somewhat unbalanced. It clearly defines standards and expectations and includes sanctions to be used. However, it does not give examples of praising and rewarding pupils. The policy is supported by a good code of conduct determined with the help of pupils and displayed in classrooms. There is a separate and very good anti-bullying policy. Any unsatisfactory behaviour in play areas is monitored and action taken. Teachers' control and supervision in class are generally good and the supervisory arrangements for lunch and playtimes, including wet playtimes, are well understood and diligently exercised. Parents' concerns are not, therefore, justified. Supervisors organise playground activities successfully.
53. Procedures for monitoring and promoting attendance are good. Attendance procedures are outlined in the prospectus. They give satisfactory guidance on attendance, but do not mention punctuality or the educational disadvantages of taking family holidays in term time. The school monitors pupils' absences and liaises with the education welfare service as appropriate.
54. Procedures for child protection and promoting pupils' well being, health and safety are very good. The school has good guidelines on child protection, the child protection officer is designated, trained and known to staff and links are established with the appropriate agencies. The school gives a high priority to well being, health and safety and there is a governing body health and safety committee with good terms of reference. The

school has a very good health and safety policy and inspections are carried out regularly. Staff are aware of health and safety issues and pupils feel safe and secure. Hygiene and the general cleanliness of the school premises are good and hazardous substances are well managed. The school has good procedures for accidents, illness and medicines and sufficient staff have first aid training. There is a very good policy covering educational visits and journeys. Fire procedures are good and emergency evacuations are frequently practised. Registers are retained in classrooms, contrary to recommended practice. The inspections of all appliances and equipment are in-date. The school has taken appropriate action to improve children's safety during their arrival and departure from school. Security arrangements are regularly reviewed. Support, guidance and pupils' welfare have improved since the last inspection.

59. Partnership with parents and the community

55. The school's overall partnership with parents and the community is good, as is the quality of information it provides for parents. Communication between the school and parents includes consultations, meetings, information evenings, assemblies, events and activities, newsletters and notices. There is a satisfactory home/school agreement. The prospectus is well structured and pleasing to read and the governors' annual report to parents is interesting and well written. Both documents meet statutory requirements. School reports are evaluative, show progress by subjects over the year, give clear targets for improvement and include pupils' comments on their strengths and weaknesses. The majority of parents answering the questionnaire and attending the parents' meeting are content with what they are told about their children's progress, as they are with the information the school gives them on the curriculum. Some parents want more information about the curriculum earlier in the school year and the school is considering how best to provide this. There is a good procedure for handling complaints and responding to suggestions. Almost all parents find it easy to approach staff with problems and questions and the majority believe that the school handles complaints well.

56. Parental involvement in their children's education is good. The school values the part that parents, grandparents and friends play in enhancing pupils' learning and encourages them to become involved in all aspects of school life. They regularly help in classes, with extra curricular activities and on educational visits. Almost all parents

confirm that their involvement is strongly encouraged. Parents of pupils with special educational needs are closely involved in drawing up their children's education plans. The school has a good homework policy, which begins with reading in Year 1 and includes an increasing variety of tasks and activities as pupils progress through the school. Most parents are satisfied with the work their children are expected to do at home and the part they are asked to play in it. There is not, as some parents feel, too much homework in Years 3 and 4. There is a flourishing parent/teacher association and its fundraising and social events are well supported by parents.

57. The enrichment of school life through links with the community is very good. To support specific topics and enrich the general curriculum the school makes good use of the local town and countryside. Educational visits are made to nature reserves, historical buildings, canals and rivers, museums and theatres. Among visitors to the school are officers from the emergency services and local residents with special knowledge and experiences, such as being a wartime evacuee. Other visitors to the school include sports coaches, theatre, music and dance groups, including an Asian group and historical organisations such as the Longship Trading Company. The school has a very strong Christian ethos and a special link with the St Swithun's Church. The rector takes a weekly school assembly and children's services are held at Easter, Harvest Festival and Christmas. Baptist and Methodist ministers also visit the school. There are links with the Multi-Educational Resource Centre from which the school periodically borrows multi-cultural artefacts. The school supports community events and the choir and country-dance team perform at the Rainbow Fayre and St Swithuns' Church Fete. The school joins with other schools to form a junior strings group which plays in the Fiddle Festival. The school is a member of BT Top Sport and Top Play schemes and has sporting fixtures with other schools. There are established links with residential homes and care centres. Retired volunteers help in school with maintenance and administrative tasks. There are links with local businesses, some of which sponsor sports teams and provide materials for school use. Pupils have a good appreciation of those in need and they arrange donations to various charities. There are a number of lettings, including Rainbows, Brownies and Weightwatchers. The school is also used on occasions for church and civic events. The school has a very good reputation within the community, local people take pride in it and there have been no recent incidents of vandalism, trespass or theft of school property.

The school's work is greatly enriched by its local and wider community links and these contribute markedly to pupils' progress, development and social experiences.

58. There are strong links with parents and regular communication and working together. Parents are fully involved in the review of progress, planning and targets for improvement. Partnerships with parents and the community are similar to those at the time of the last inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

59. The leadership and management of the school are very good at all levels. The school is quietly, strongly and unassumingly led by the headteacher who has moved the school forward in many ways since the last inspection. He is very well supported by his deputy and, as a senior management team, they work closely together to develop the school. There is very clear educational direction for the school, with test results being analysed closely to find where there are weaknesses and appropriate remedies put in place to correct them. The higher level of research that the headteacher has completed, in mathematics and information and communications technology in particular, has benefited the school and pupils greatly. Appraisal is regularly carried out and the outcomes promote improved teaching. For example, it was found that teachers were not confident in teaching various aspects of the curriculum, such as data handling and information and communications technology. In-service training was provided, which has given teachers the confidence they lacked and extra teaching of pupils in small groups has been introduced. Evaluation of the school development plan and of initiatives is on going. The head monitors subjects and supports teachers in classrooms, but there is insufficient regular, critical monitoring of teaching and learning, supported by a clear strategic plan, to remedy the inattention of a few pupils who spoil lessons and assemblies for others.
60. The governing body have a strategic view of the school, reflected in the school development plan. The headteacher and staff draw up the school development plan and a draft copy is presented to governors to consider and amend. It is costed, has success criteria and is reviewed annually. Action plans were drawn up after the last report and

almost all Key Issues have been addressed well. The long-term aim of the governors for the school is to be successful, above average and continue to improve. The full governing body meet twice termly and committees meet regularly and are effective. There have been two spaces for local education authority governors for more than two years. The headteacher keeps governors very well informed, sometimes giving presentations such as one on numeracy, mathematics and information and communications technology. There is a named, well-informed literacy, numeracy and special educational needs governor and the chair of governors and rector are also particularly well informed and involved in the life of the school. Once a term, a governor comes into the school to look at a subject area and reports back to the full governing body. The curriculum committee looks at test results, but does not analyse them in detail. If standards dropped they would ask for a report from the headteacher and specific teacher. Statutory requirements are met.

61. All coordinators take a strong lead in their subject. They are responsible for budgets, have job descriptions, are knowledgeable and are clear in their aims. They update the headteacher with half-termly reviews, included in the headteacher's report to governors. At present, only core subjects have been monitored in class by coordinators. There is little monitoring by specialists of teachers. Coordinators work closely with teachers when planning and advice is both sought and given regularly. The co-ordinator and special educational needs staff are committed to good quality provision for special educational needs pupils and this has a significant impact on standards and attitudes achieved.
62. The school's aims, values and policies are mainly very well implemented, but the aim for each child to achieve his/her potential, is not yet implemented sufficiently for the higher attainers. The school's ethos for learning is good, overall, and very good in some lessons. Most pupils' attitudes to learning are good, they approach their work with enthusiasm, purpose and a willingness to learn. Relationships are good throughout the school. Statutory requirements are met. Overall, the leadership and management of the school are very good, which is an improvement on the last inspection when they were judged to be sound. In most areas, the improvement in the quality of leadership and management reflects greater confidence and experience by governors, headteacher and coordinators in their respective roles. The only area

where there has been little improvement is in 'considering quality of teaching and learning'. Taking into account the good improvement since the last inspection the school's capacity for improvement, with an experienced and confident governing body and staff, is very good.

67. Staffing, accommodation and learning resources

63. The provision of teaching staff is good and the resource provision throughout the school is very good, having a positive impact on standards achieved by pupils.

64. The school is well staffed with appropriately qualified and experienced teachers who work well together and are committed to providing a high level of teaching and care. Teachers are well qualified to match the demands of the curriculum. When appointing co-ordinators to positions of responsibility their specialist knowledge and strong interests in subjects are particularly considered, for example, in music and physical education. Co-ordinators have positive and enthusiastic attitudes and are competent and knowledgeable about their subjects. Staffing is stable and there is a good balance of experience.

65. There is an appropriate number of support staff who are well qualified and experienced. All teachers and adult helpers are committed, enthusiastic and knowledgeable and this has a positive impact on the attainment of pupils with special educational needs. The office and administrative staff work effectively to ensure the smooth running of the school and enhance pupils' learning. The site agent provides good support and ensures that the school functions effectively.

66. Arrangements for the professional development of staff are good. The staff use training days appropriately. Staff appraisal is well established and teachers receive regular appraisal of their teaching. This has not, however, always been sufficiently effective. The induction of new staff, particularly in the nursery, however, does not ensure that all areas of the curriculum are adequately covered.

67. The accommodation is very good for effective teaching. The premises consist of a main school building, mobile classroom and nursery unit. The main school building was opened in 1987 and the award-winning nursery four years later. The school is well designed. Classrooms are large and the hall spacious, with musical instruments now safely stored. There are very good

library areas, special needs resources and office space and an excellent computer suite. The mobile classroom is self-contained. The school has hard and grassed play areas, adventure play equipment and a good environmental area. The parent/teacher association has plans to enhance the grounds further. The play areas are safe and secure and suitably marked for play activities. The main school has a warm, friendly ambience. However, wall and tabletop displays, with some few exceptions, are disappointing. They lack colour and impact, and do not substantially enhance the learning environment. There are no permanent multi-cultural displays. Furniture and fittings are good and all classrooms have reading, listening and computer corners. The nursery unit and playground are spacious and secure and provide excellent accommodation for the full range of under 5's activities. Accommodation for pupils with special educational needs is good. Overall, the accommodation greatly assists pupils' quality of learning, a judgement similar to that at the time of the last inspection.

68. The provision of learning resources is very good, overall. Resources are very good in the nursery, English, mathematics, information technology and science. They are well labelled and easily accessible for all staff. The current provision of computers and software is good. All classrooms have a computer and there is a suite of computers for small group teaching. This has a good impact on attainment because pupils can be taught in groups that are matched well to their attainment. There is a good range of resources for all pupils with special educational needs.
69. The library is a very good resource and provides a very good opportunity for pupils to extend their knowledge and develop their research skills. It has a positive impact on pupils' attainment and promotes a positive attitude to books. The library is well stocked with a good range of fiction and non-fiction books. They are of good quality and well organised. There is a colour and number coding which is well displayed and helps pupils to locate information. The school extends its resources through the use of the school loans service for books and artefacts. There is a good range of fiction books in all classrooms and the supply of big books to teach literacy is good.
70. The provision of resources is good in physical education for games activities. The provision of gymnastic apparatus for Key Stage 1 and early years pupils, however, is unsatisfactory. There is insufficient lightweight

apparatus suitable for the younger pupils to lift, carry and position independently. The current provision is heavy and is limited in type. This has a negative impact on the progress and pace in lessons. For example, when apparatus is used, the teacher uses valuable teaching time organising the apparatus. This results in pupils sitting inactive for too much of the lesson.

71. The school has an effective programme of visits and visitors such as artists that enhance the curriculum. These include Kadam Asian dance artists and the 'Life bus' that extend and enrich pupils' experiences. The local area provides a very good resource and the school uses it very well to enhance art, religious education, science and English.
72. The school organises day and residential visits to places of local and national interest to support pupils' learning. For example, the trip for Year 4 pupils to Derbyshire enhances personal development, geography and physical education.
73. Overall standards in staffing, accommodation and learning resources have been maintained since the last inspection. There has been a good improvement in the content of the library, which now contains a wider selection of books.

78. **The efficiency of the school**

74. At the time of the last inspection, there were well-established procedures for management of the budget and financial control was good. Current evidence suggests that this has improved. Financial control, for example, is now very good and governors receive information of good quality on which to base their decisions.
75. The school's development plan contains estimated costs of agreed priorities and targets. These are used in the process of setting a budget in which the chair of the finance committee, together with the headteacher, plays a leading role. Recently, the main priorities have focused on literacy, numeracy and information technology. The school has used available funds to reflect this and has succeeded in providing new resources to facilitate improvements in these areas. For example, the school has a good stock of books and has recently set up a computer bay. An underspend in the annual budget produced a surplus.

The school acted quickly in making decisions about how this should be spent, involving the governors and staff. Money was then allocated promptly to relevant budget areas.

76. The school uses its available staff well. There is little available flexibility for exchanging classes or releasing staff to carry out monitoring and evaluation. Teachers are resourceful in making their own arrangements, however. For example, the deputy headteacher and the special educational needs coordinator co-operate on a weekly basis to allow each other a little time away from their classrooms. This is used to help them manage the areas for which they have responsibility. Support staff are also used well to help prepare tasks, or to augment the ratio of adults to pupils where it is needed most and have a good impact on the quality of support provided. They work very well with the teachers to provide effective support for pupils and enhance standards of attainment.
77. Accommodation and learning resources are also well used. For example, small rooms are utilised as quiet areas, or as a library. Evidence of this was seen during the inspection week when lower attaining and special educational needs pupils in Year 2 located and identified facts and information about sheep. With support they used the information to write simple sentences in response to the questions asked. Another area has been used to create an open computer bay, which is attractive and welcoming. It is beginning to have an impact on standards in information technology. The nursery unit uses its available space very well. All areas are attractively set up for particular reasons that support high standards. For example, a small, enclosed area is used for full-time pupils when they are introduced to literacy and numeracy sessions. This prepares them well for the more formal style of lessons in Year 1. The school's site is also well used. For example, there are garden areas, an environmental area and a pond. These help to provide opportunities for studying elements of science and environmental geography.
78. Financial control and administration are very good. The school uses computerised systems to maintain its accounts and the secretary understands these very well. Different personnel are responsible for raising orders and authorising payments from those who check deliveries and reconcile accounts. Prices are checked to ensure that good value is gained from purchases. The school's private funds are administered with similar rigour to that used for its main budget. Special funds,

such as the government's Standards Grant, or additional funding for pupils with special educational needs are administered separately and used well. In this way, the headteacher and governors can demonstrate that spending matches the purposes for which such money is provided. A recent audit report made only minor recommendations. The governors have already considered these and taken relevant action.

79. The funding that the school receives is about average for its type. Taking its social context and the attainment of pupils on entry into account and comparing these with overall standards that are attained, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

80. Children are usually admitted to the nursery when they are three-years-old and begin as soon as a place is available. At this stage, they attend part-time each afternoon. When they are four, they remain part-time, but switch to morning sessions. In the term before their fifth birthday, they attend full-time. The attainment of most children on entry to the nursery is around what is usually found in other nurseries. There is a large group whose attainment is above what is usually found and only a few who attain below expected standards.

81. Adults in the nursery work hard to teach the nationally recommended areas of learning for the age group, resulting in good overall progress. By the time children enter the main school, the attainment of nearly all pupils meets that described in the national desirable learning outcomes and a clear majority exceed it.

86. Personal and social development

82. By the time they are five, children's personal and social development matches the Desirable Learning Outcomes of children entering full time education and, in many cases, exceeds them. They are confident in choosing what to do. They co-operate well together. For example, two or three draw on a whiteboard at the same time, keeping to their space well, but offering no fussiness or rancour if a friend strays a little into their area. They sit sensibly in a circle at 'refreshments time', politely accepting what is given to them. They know how to behave well and understand the difference between right and wrong. They develop very good relationships with adults in the nursery. The high expectations of behaviour that are set have a positive impact on their willingness to sit and listen. They take responsibility for clearing up the main areas at the ends of sessions very well, collecting up the equipment and toys and sorting them into the correct crates and baskets.

83. The teaching is well planned to include experiences that develop awareness of the needs of others and working well together with them. Activities are aptly chosen and thereby help to capture children's imagination. In this way, they are encouraged to work and play sensibly,

receiving appropriate praise from teachers and nursery nurses alike, when they achieve good standards.

88. Language and literacy

84. Children make good progress in this area of learning, developing their language and literacy skills well. By the time they are five, over half exceed the expectations described in the desirable outcomes and nearly all at least meet them. They listen attentively to adults and other children. For example, they sit in a circle and talk about a range of personal events and experiences that interest them. They follow stories well and explain what they have heard. They point to letters in the text, explaining which ones are found in their own names. They handle books carefully, holding them the correct way round and turning the pages in the right direction. They write down key words and letters, using pencil and paper, beginning to form letters accurately.

85. The quality of teaching is good. Teachers' planning is good and they work closely with nursery nurses and other adults. This ensures good language development. For example, the full-time group has a session, which contains many of the features of a full literacy hour, preparing them well for the beginning of work on the National Curriculum. The management of pupils is good, based on teachers' good knowledge of the individuals in their care. This is enhanced by a thorough, but manageable, system for assessing needs. Although there are only a few low attaining children, special and individual needs are served well by this system.

90. Mathematics

86. Provision for the mathematical development of children under five is very good. Children play ordering, sorting and counting games of many types, ensuring very good progress. Every opportunity is taken by teachers, nursery nurses and other adults to ask questions, such as "How many are there?", "Which group does it belong in?" or "Which one is bigger/heavier?" Often, these occasions relate to real situations. During registration times, children are encouraged to count how many are present and absent. A particularly impressive example occurred when they counted backwards from 37 to 32, all joining in with confidence and accuracy. This represents a standard that considerably exceeds the requirement of the relevant desirable learning outcome for five-year-olds.

87. The teaching of mathematics is consistently good. Teachers' knowledge of children's needs is a particularly strong feature. Often they see opportunities to count; talk about matching objects, using different criteria; ways of making groups and how sizes and weights are compared. They question well and use the varied resources in the nursery to organise games and tasks that require the use and development of mathematical skills.

92. **Knowledge and understanding of the world**

88. There is good provision for knowledge and understanding of the world. Children use construction kits imaginatively, making representations of insects, bungalows and similar objects and artefacts. They make good progress by talking about the uses of such objects. In the case of insects, they know that some have wings and can fly, whereas others crawl on the ground. Opportunities that arise from children's own experiences are also used to develop their knowledge. For example, a child explained that he had seen an octopus, whilst on holiday in Lanzarote. The information was shared and made explicit for the whole class, linking the animal with its place of origin. A group of younger children, playing with an attractive Noah's Ark, demonstrated a good knowledge of the different animals that it contained. They talked knowledgeably about the story of Noah. By the age of five, nearly all children meet the standard described in the desirable learning outcomes.

89. The teaching is good. It is based on good planning of activities. A range of experiences encourages children to talk about their perceptions and understanding. Teachers and nursery nurses use this as a starting point to explain and make sense of what children see. Good progress thus occurs, based closely on children's own needs and requirements. Knowledge and organisation of this area of learning are generally good.

94. **Physical development**

90. The planned use of resources such as small cutting tools, play-dough, kits, scissors, pencils, crayons and similar is such that children develop their hand to eye co-ordination well, resulting in good progress. For example, by five, they meet the relevant desirable outcome when they make different shapes by using cutters, manipulating and pressing them accurately into dough. They use felt-pens on a whiteboard, controlling their use of lines and in-filling shapes carefully with colour, making

accurate marks to represent what they want to draw. They use scissors to cut out shapes. In the outside play space, pupils run, jump and climb with considerable gusto, however, evidence of increasing control and of making careful use of space, with awareness of the requirements of others, is mixed, occurring on some occasions, but not on others.

91. The teaching of physical development is more variable than in the other areas of learning. It is satisfactory, overall, but there are both good and weak lessons. There is good planning of indoor activities that builds physical development into a range of activities. For example, when children play 'Simon says', or when they use containers, filling them with water and pouring accurately. However, the planning of sessions in the outside space is unsatisfactory. It does not always show what is to be achieved by the end of the session and does not show a consistent, clear progression of activities towards the nationally recommended desirable outcomes.

96. Creative development

92. Children make good progress in the development of skills to express ideas and feelings creatively. There is a good range of planned experiences in art, craft, music and imaginative play. Their handprints are carefully made and children choose where to place prints on paper in order to make an attractive composition. Artwork is very well displayed in the nursery, which raises expectations of what can be achieved. Children draw, using a variety of different equipment. They often sing appropriate songs and rhymes, keeping the rhythms accurately.
93. Teaching is good. Often, nursery nurses supervise small groups at a time, encouraging children to think carefully about what their finished work will look like, helping them to make wise choices about they do.

ENGLISH, MATHEMATICS AND SCIENCE

English

94. In the National Curriculum assessments in English at the end of Key Stage 1 in 1999, the proportion of pupils reaching Level 2 in reading and writing was well above the national averages. However over half of the pupils were in the lower grade of level 2. No pupils achieved the higher level 3 grade in writing. Compared with

similar schools, attainment in reading was above average and in writing was well above average. Taking the past three years together, the figures show that pupils' performance in English, overall, was above the national average. The findings of the inspection confirm that pupils' attainment in English at Key Stage 1 is above the national average for reading and writing. Pupils in Year 4 take an optional county test. Results revealed that pupils in Year 4 achieve above the county average in reading at level 3 and below the county average in the higher level four.

In writing, pupils achieved below the county average in both level 3 and level 4. By the end of Year 4, attainment in English, overall, is average, with speaking and listening and reading above average and writing average. Inspection findings support the test results.

95. By the end of Key Stage 1, standards of speaking and listening are well above average. The pupils start school with speaking and listening skills that are above national averages. Good progress is made in Key Stage 1, whether pupils are discussing a story such as "The Snow Lambs", analysing a text, or giving opinions about a topic. Most pupils make good progress as they learn to speak out confidently and state their opinions clearly. Pupils in Year 1 contribute to whole class discussion very well; for example, high attaining pupils give good reasons for the hidden key word in the text of the big book. They identify and state the author of the text and explain clearly who the illustrator is. Year 2 pupils explain their favourite characters in the text and the higher attaining pupils give reasons for their comments. The above average standards of speaking and listening are continued in Years 3 and 4. Pupils in Year 3 explain the significance of speech marks and exclamation marks in the written text. Pupils in Year 4 talk confidently and with good levels of description about their draft plans for their extended writing. They respond enthusiastically to literature and introductions to lessons and are ready and eager to ask and answer questions, using a good range of vocabulary and good levels of reasoning and thinking.
96. Standards in reading are above average by the end of Key Stage 1 and, by the time the pupils leave the school in Year 4. Progress is satisfactory. In Key Stage 1, average and lower attaining pupils use picture clues and phonics well to decipher difficult words. Towards the end of the inspection week, the younger Year 1 class read "Dull November" with confident and mature accuracy and excellent expression. They know and identify the author of the book and they can explain who the

illustrator is. Pupils in Year 2 explain their favourite characters in their book “The Snow Lambs” and give reasons for their choice. They describe details about their chosen character and relate the information back to the text. In both key stages, pupils read accurately and with appropriate expression. Most pupils can identify the author and illustrator and text. Higher attaining pupils can identify favourite authors, give examples of favourite books they have read and give reasons for their preferences. All pupils show confidence in reading to adults. All pupils explain clearly and confidently how to locate a book in the library. The use of the library is very good and pupils’ research skills are well developed. Most pupils read instructions with understanding to enable them to carry out their work successfully in English and in other subjects. A strength in reading in Key Stage 1 is pupils’ ability to express a personal opinion about a story. Higher attaining pupils in the older Year 1 class identify and explain the significance of the number six in the big book story “Six dinner Sid.” They give reasons for their answers. Pupils use their wordbooks well and can explain strategies for difficult words. In Year 3, pupils identify the spoken words in the text and they explain clearly the significance of speech marks. In Year 4, higher attaining pupils know and explain about archaeological sites with a good use of vocabulary.

97. By the end of Key Stage 1, standards in writing are above average. Pupils have made good progress. In Year 4, attainment in writing is average. Progress is satisfactory in Year 3, but unsatisfactory in Year 4. Higher attaining pupils in Year 2 write about Bonfire night, they express clearly what they like and give reasons for preferences. For example, “I love the Catherine wheels because they go snap, crackle and pop.” Pupils’ ability to record the method and correct sequence is well established. For instance, pupils record clearly and accurately the method involved in making a star from lollipop sticks. Average attaining pupils in year two write with good levels of description. In their summer poem, they describe the window seat, blue with white daisies, the big garden and the white door. Lower attaining and special educational needs pupils in year two write sentences that convey meaning and some description. Average pupils in Year 2 write about the characters from their big book “Nicky and the twins”. They use good description and use words such as ‘protects’ in their writing. Sentences have capital letters and full stops. Spelling and handwriting are good. A strength in writing at the end of Key Stage 1 is the pupils’ ability to express personal opinions and ideas and their

understanding, at an early age, of the sequence and order of a story. There is a noticeable progression in the quality, size, shape and style of handwriting as pupils' progress through the school in Key Stage 1. Pupils have developed good knowledge of how to use the dictionary. They know and explain how to use the first letter when locating words in the dictionary. Writing is well used in other curriculum areas such as science. Pupils in Year 1 write about how frogs hatch from frog's spawn and they write about different types of plant food such as the roots, seeds and leaves.

98. Progress in writing is satisfactory in Years 3 and 4. Descriptive work is good and pupils demonstrate good knowledge about adjectives, adverbs and speech marks. Pupils in Year 4 write their own prayers effectively and write good descriptive accounts of the Victorian dolls' house. A weakness in writing throughout the school is the standard of presentation of work, especially in Year 4 when handwriting and presentation of work deteriorate. Pupils in Year 4 make good drafts of their ideas for extended writing about an adventure story "Lost in the snow." Higher attaining pupils plan their ideas well to include description, introduction, climax and conclusion. Pupils in Year 4 have a good knowledge of tense and identify and write passages indicating the correct tense. They identify and use adverbs and adjectives well. A strength in the writing is the pupils' ability to evaluate events happening within the school. For example, pupils in Year 4 write positive comments about the assembly. Average attaining pupils write clear reasons for and against developing the play area. They write for a range of audiences, for example, to the editor of the local newspaper in response to a newspaper article about the new play area for the town. They distinguish between facts and opinions and their ability to analyse text is well developed. Drama and role-play are used well to illustrate assemblies. Overall, the progress pupils make in English is satisfactory in both key stages. The progress pupils with special educational needs make, compared with their prior attainment, is good in both key stages.
99. Pupils have good attitudes to their work and are well motivated. They show good concentration and are eager to participate in all aspects of the lesson. All pupils concentrate well when reading and they have a positive attitude towards books. They are respectful of others' work and clearly enjoy their own work. Behaviour is good and sometimes very good. Pupils have a good relationship with teachers and adult helpers. A distinctive feature throughout the school is pupils'

ability to work independently and to sustain their interest and motivation throughout the whole session. Pupils work well with a partner and equally well in small groups or the whole class for shared reading. They listen very well to each other and express their own points of view. This contributes well to pupils' personal development.

100. Teaching in Key Stage 1 is very good, overall. Teaching in Key Stage 2 is satisfactory. Lessons are well planned and resources are always available and used well. Teachers plan interesting and relevant work and good use is made of information technology. There is a good balance between learning specific skills and techniques and encouraging individual and creative work. Medium term planning is consistently good, based firmly in the National Literacy Strategy and links with other subjects, such as the writing of a letter in a history lesson. It ensures parity of curriculum coverage. Drama is included appropriately. For example, Year 2 pupils use role-play to illustrate the theme of their assembly. Teachers provide opportunities for pupils to work individually or with a partner. The pace of lessons is mostly good and teachers have appropriate expectations of average, lower attaining and special educational needs pupils. However, the pace of work is often relaxed and expectations of higher achieving pupils are not high enough. They are not always challenged and stretched sufficiently to ensure that they achieve higher levels of work. Assessment is very good and work is monitored throughout the school. In the better lessons, the plenary session gives good opportunities to share and appreciate work and the main thrust of the lesson is revisited.
101. Good progress is made because of the teachers' challenging and penetrating questions and the clear focus on the learning objectives of the lesson, linked to a good knowledge of the pupils' previous attainment. In the whole class sessions, teaching is stronger than when pupils are in groups, because of the quality of the open-ended questions asked and the pace and the level of challenge to all pupils. In the group sessions, work is not well matched to the pace of higher attaining pupils who often complete the work set and are not fully extended. The average, lower attaining and special educational needs pupils are well challenged by the work.
102. The school has successfully implemented the National Literacy Strategy and this is having a beneficial effect on standards.

103. The curriculum is very well managed. The coordinator is conscientious and committed to raising standards. She has led staff training and worked hard to ensure the smooth implementation of the National Literacy Strategy. All pupils are assessed regularly in English and the results are analysed and used as a basis for setting group and individual targets for improvement. Higher attaining pupils, however, are insufficiently challenged. The coordinator has monitored the literacy hour in all classes.
104. The Literacy Hour is well resourced with a good selection of Big Books and texts for shared reading. There is an additional range of fiction books in all classrooms. The school library is very good. It is well used by pupils for independent study and research and consequently pupils' library skills are very well developed throughout the school.
105. English makes a significant contribution to pupils' spiritual development. For example, younger Year 1 pupils show real delight and joy listening to a range of sounds and when they correctly identify the sounds.
106. Since the last inspection, there has been a marked improvement in standards achieved at Key Stage 1, from satisfactory and sometimes good, to good and sometimes very good. Standards have been maintained in reading. The school has made good progress in extending and developing a successful library and extending the provision for work on the computers. Presentation of work has not been fully addressed and this is having a detrimental effect in writing, by the time pupils reach Year 4. The good progress that pupils make in Key Stage 1 is not maintained.

111. **Mathematics**

107. The results of the National Curriculum Tests in 1999 at the end of Key Stage 1 showed that the percentage of pupils reaching level 2 was well above the national average, with almost all pupils reaching this level. Results were above the average when compared with similar schools. The percentage reaching level 3 was well below the national average and well below the average when compared with similar schools. The school is now addressing the need to challenge the higher attainers more effectively. Inspection findings show a wider spread of attainment in the present Year 2, half way through the autumn term, with a fifth of pupils not yet reaching level 2, but a quarter of the pupils

now working at a good pace and reaching above and sometimes well above average standards. Over the last three years, standards have varied, with a drop to below standards in 1997, but a rise in standards level with the national average in 1998 and well above the national average in 1999.

108. Standards at five years old are above expectations. By the end of Key Stage 1, they are above the national average, overall, from inspection findings. In Year 2, pupils can count to 50 and add up tens and units, using apparatus to help them. Three quarters of the class can work out 5×4 as a problem, counting up in 5s, and all know what 'pair' means and can add up 3 pairs of gloves in their heads. Pupils can solve problems such as 'if there are 10 crayons in a pack, how many will there be in 7 packs?'. A few pupils still reverse their numbers such as 02 for 20 and 12 for 21. When learning about halves, higher attainers work quickly and are able to colour in half of a triangle, circle, square, rectangle and cross. Average attainers are able to cut sets and numbers in half and lower attainers, with individual help, cut squares or sets in half. As a class, pupils work out which numbers are less than 16 and which are even or odd numbers. Pupils say if a shape has curved or straight sides and are beginning to use measures such as grammes when weighing their teddy bears. They measure with centimetre cubes and 'multilink'. Mathematics is also reinforced through the use of the computer, where they work on set language and mathematics tasks for a given time each day, matched to their respective attainment. For example, repeated number patterns, number recognition with missing numbers and straight and curved lines.
109. By the time pupils leave the school at the end of Year 4, standards are above those expected of their age. Between 1998 and 1999 the improvement, by 41 per cent in data handling, raised the overall standards in mathematics, considerably. Pupils answer mental mathematics questions such as $582 - 30$ or $376 + 20$, using a number square. Higher attaining pupils, reaching well above average standards, find the mental part of the lesson easy. Higher attainers approach problems with confidence, have a very good understanding of number and explain very clearly how they worked out the answers. They can add, subtract, divide and add problems involving money. They know mathematics facts, such as, that if you multiply an odd number by an even number you get an even number. The majority of pupils can calculate $\frac{2}{3}$, $\frac{1}{2}$ and $\frac{1}{4}$ of a number and demonstrate doubling and squaring a

number. They can add money sums which involve pounds and pence and can 'round' numbers to the nearest thousand. They have begun to work with fractions and can name many two dimensional shapes. They describe three-dimensional shapes by the number of faces, sides, bases and degrees in the angles. They use both imperial and metric measure. Pupils are able to use block graphs, pie charts, bar chart, scatter graphs and line graphs with confidence. In Year 4, pupils are able to investigate number, fractions and measurement to above average standards.

110. Pupils in Key Stage 1 make satisfactory progress, overall, and sometimes very good progress in lessons. In lessons where progress is satisfactory, tasks for higher attainers are not always challenging enough, for example, when they colour in a background and lose interest when a task is finished, instead of attempting something harder. Higher attainers, also, do not always make as much progress as they could during the class teaching sessions when questions are too easy for them, such as addition below 10p when they can add to 20p. Average attainers make satisfactory progress when working with the teacher, but, sometimes, do not connect what they have learned in one lesson with another, for example, that adding money is the same as adding numbers. Below average attainers need much support and make satisfactory progress, although very slowly. When progress is good, pupils learn that it is sometimes easier to add numbers, if you say the largest number first, that it is helpful to find numbers that make ten first and that it doesn't matter in which order you add number. Where progress is very good, higher attainers keep up a very fast pace, are given plenty of progressively more difficult work to do at the start of the session and are particularly well motivated. Pupils with statements are very well supported, but those with special educational needs without statements of need sometimes need help sooner in the lesson to help them get started. Overall, pupils with special educational needs make satisfactory progress.

111. Pupils in Key Stage 2 make satisfactory progress. In Year 3, pupils learn to multiply money such as $5 \times \text{£}5$ and can work out problems, such as how much 3 kgs of something would cost at $\text{£}1.80$ for 1 kg. They find four odd numbers which equal 20 and can estimate lengths up to 20 cms. They measure different parts of their body and can work out which is the heavier of two items. They can name a set of shapes without five sides and can make a cube out of straws. They begin to

understand the meaning of symmetry. When they make very good progress in the mental part of the lesson, the teacher takes time to correct incorrect answers. In one lesson observed, each group was supported by an adult and progress was good. Even lower attainers, a fifth of the class, make very good progress when the teacher works individually with them during a class session. Higher attainers in Year 3, a fifth of the class, make very good progress because their questions in group sessions are harder and progress is at a higher level. In Year 4, progress is satisfactory for the average and higher attainers. Higher attainers sometimes make good progress because they have good strategies for adding and subtracting which speeds up their work.

112. The response of pupils in Key Stage 1 is very good. They are mainly well behaved, put their hands up and take turns to answer questions, but some have to be moved when they are inattentive or fidgety, not focusing well on what the teacher is saying. Most are very attentive when the teacher gives instructions and move sensibly from one part of the lesson to another. Pupils have very good relationships with each other and chat as they work, sharing scissors and glue sensibly and helping one another when they get the answers wrong. Lower attainers tend to work more individually than others. In very good lessons, pupils have excellent attitudes to work, are very enthusiastic, enjoy calling out the answers when appropriate and, being well motivated, work hard on answering the problems set. They are self confident and able to work as a class without the teacher's full attention. Higher attainers, in particular, are very industrious and work with concentration and enthusiasm. The response of pupils in Key Stage 2 ranges from unsatisfactory to excellent. Overall, it is good. Where it is unsatisfactory, pupils are restless, constantly moving, even when listening to the teacher. Although the majority of the class often shoot their hands up to answer questions, some pupils lack self control and find it almost impossible not to call out, out of turn. Pupils are interested in what they are learning and try hard, but lack the consideration needed as one of a class. They work well with each other to work out answers, but many pupils often find it difficult to work, in silence, chatting to themselves or others and making comments constantly as they work even when they have been asked to work quietly. Where there is firm discipline, a successful ethos for learning has been established and pupils respond very well. They are able, when necessary to work in complete silence, all totally focused on what is being taught or what they are working at. They applaud those who give

correct answers, when suggested, and are very supportive of one another.

113. The quality of teaching in Key Stage 1 is never less than good and, in one lesson in three is very good. Overall, it is good. Planning shows a good understanding of the numeracy strategy and lessons follow a clear routine which the pupils respond to well. Pupils begin group-work immediately they reach their tables, without waiting for further instructions. Occasionally, the time during the mental session is not used sufficiently well to correct errors, such as reversals, when using the number 'fans' and, although mental sessions are used well to teach particular strategies, in some lessons only a few pupils answer questions. Where there is a very wide range of attainment, questioning time for higher and lower attainers is not sufficient, with questions often too easy for some and too difficult for others. Classroom assistants, however, quietly show those who give wrong answers how to work out the right answers in these sessions. Planning shows that, over the week, there is very clear development in what is being taught. Lessons are mainly well matched to the different abilities of pupils, but the higher attainers in Year 1 are not always given enough work to do, to match their faster pace of working. Higher attainers could also begin working at a higher level than they do. Teachers use their time well, focusing on one group and monitoring others as needed. Classroom assistants are used very well to work with the lower attaining groups where, even within a small group, a wide range of attainment is evident. Where teaching is very good, the teacher uses very clear visual demonstrations to demonstrate, for example, cutting a set of numbers in half. Very good use is made of plenary sessions to recap and introduce new aspects of number. Pupils with statements are very well supported and take a very full part in lessons.

114. The quality of teaching in Key Stage 2 ranges from satisfactory to excellent. It is good in just over half of lessons. Planning shows a good understanding of the numeracy strategy. In some lessons, progress over the week is built into planning well, but the progress of different groups is not sufficiently clear. Pace is good and direct teaching challenging, but in some lessons the management of pupils is not sufficiently firm. There is a lack of clear expectations about standards of behaviour and there is often an undercurrent of chat, even when the teacher is teaching the whole class. Good links are made with past work and plenary sessions are used well. Pupils could be encouraged to explain their methods to the class more often. Pupils

are given good support when working on their own. Where teaching is judged to be excellent, time is used very well indeed at the start of the lesson to assess what the pupils know and correct where necessary. The management of pupils is excellent and there are very high expectations with regard to behaviour, which leads to very good learning and progress. Strategies for teaching mathematics are effective, for example, the way the three times table is learned, dodging along an unmarked number line which demands a high degree of concentration for both the teacher and pupils. Planning shows that in some lessons, pupils of different attainment are set work well matched to their abilities. Pupils are given continual encouragement throughout lessons and movement to different parts of the room for different parts of the lesson ensures that pupils do not become restless in one position, for too long. It gives them a feeling that each new place has something new to offer. In both key stages, assessment is mainly used well in lessons, although it is not always used effectively for higher attainers in some classes and some activities which lend themselves to being used as assessment tasks, are not always fully recorded and utilised. The use of assessment to improve standards across the school, however, is excellent.

115. The numeracy strategy is in place throughout the school and appropriate members of staff and the numeracy governor have been trained. Further training is planned. Teachers are still finding ways of improving their practice, but, in general, the sessions are working very well. Numeracy across the curriculum is satisfactory and is used in food technology, information and communications technology and science.
116. The co-ordination of the subject is excellent. Numeracy hours have been monitored and National Curriculum tests results analysed. Further tests have been used in Years 3 and 4 and results analysed. Monitoring of lessons by the coordinator is planned for the spring term when teachers have had time to become more familiar with the requirements of the numeracy strategy. A bid was made to the Teacher Training Agency Research Project and, as a result of this research, a weakness was found in the teaching of data handling and in teachers' confidence to teach this aspect of mathematics. A report was drawn up and the school has addressed the particular needs of the lower attainers in this aspect of mathematics in Year 2 and higher attainers in Years 3 and 4. One of the classroom assistants and the headteacher regularly

withdraw pupils for short sessions in the computer suite, using focused, individual learning programs. Timetabling is very carefully planned to make sure that pupils do not miss the beginning or end of class lessons. Teaching in these sessions is very good and often excellent and pupils make very good progress in a very short amount of time. Standards have improved by 47 per cent as a result of these sessions in Year 2 and both higher and lower attainers have made very good progress in Years 3 and 4. Teachers' confidence has also increased. The headteacher has given a presentation of the results to the governors, who are kept well informed. A successful numeracy evening for parents has also taken place. Resources for mathematics are very good, with particularly good use made of computer software. Support staff are deployed very well.

121. Science

117. The results of the 1999 Statutory Teachers' Assessments of seven-year-olds show that all pupils achieve the expected level 2, which is a very high proportion in comparison with the national average and when compared with similar schools. The proportion that exceeds the expected level, however, is in line with the national average, but below the average for similar schools. There is still too little challenge for the higher attainers. Nevertheless, this is an improvement on the results of 1998, when the proportion that exceeded the expected level was well below average in comparison with similar schools. The school identified that in investigative and experimental science it achieved its lowest proportion of above average results. In the past year, this aspect of the subject has received more attention and a sharper focus. It is likely, therefore, that this has contributed to the improvement in the 1999 results. Inspection evidence shows that experimental science is now integrated well into the work of the classroom. At the time of the last inspection, standards in science were broadly in line with national expectations at the ages of both seven and nine-years-old. A small amount of under-achievement, however, was found in the younger age group, whereas, in the older age group, a small number of pupils achieved at higher than expected levels. Attainment at the end of Key Stage 1, overall, is average. Evidence suggests that, at seven, the proportion of pupils achieving at a higher level than expected is increasing slowly, but steadily. Under-achievement at seven is, therefore, reducing, which suggests an improvement since the last inspection. Often, differences between the work of higher

attainers and other pupils are in the amounts that are completed, rather than in the standards that are achieved. This is a likely reason for the school's overall attainment at expected levels being very high, whilst the proportion of pupils that achieves at a higher level is average. There are no National Curriculum tests or Statutory Assessments at the age of nine. Inspection evidence suggests that, overall, attainment at the end of Year 4 is in line with expectations, with nearly all pupils achieving at the expected level or above. This is broadly similar to the last inspection.

118. At seven-years-old, pupils identify common materials, such as plastic, metal and wood and they explore properties and features that can be used to sort them into groups. For example, they decide which ones will bend, squash or spring back to the original shape. They understand that by applying forces, changes of temperature or mixing with water, some materials will undergo changes under certain conditions. They explain that water turning into ice, bread hardening into toast and whisking the white and yolk of an egg together are observable examples of this. They know that squeezing, pushing or pulling are different ways of applying force and that the forces of gravity and magnetism are part of the universe and can be tested. They sort living things into groups and know about patterns and requirements of growth. For example, they write clear accounts of the metamorphosis of frogspawn into a fully-grown frog, including clear details about the growth of legs and loss of a tail and when these events occur. They use good, scientific language, demonstrating good uses of literacy in this context, with well-sequenced factual writing and accurate scientific vocabulary. Nearly all pupils, including those with special educational needs, are successful in this type of work, and reach expected standards for their age. However, although more pupils than previously are beginning to reach a level higher than expected, the proportion is still a little lower than that normally found in similar schools. Inspection evidence thus reflects that of statutory teachers' assessments. By the time pupils leave the school in Year 4, there is a similar pattern. Nearly all pupils reach the expected level for their age, but a relatively small proportion achieve higher than this. When testing the solubility of materials, pupils experiment well. They understand how to make predictions, stating that these need to be sensible, but not necessarily correct, because the point of the test is to check predictions to discover an answer. They write about animals in the context of an environment. They make good observations of what happens to

materials in water. For example, a pupil wrote that "...sometimes it disappears into the water, but you know it's there, because the water goes cloudy." They also make simple generalisations, saying that woven materials are less likely to be waterproof than sheets of material such as foil, cellophane or even paper. They explain that there are gaps between the strands in the weave that will let the water through.

119. Pupils' progress through the school, including those with special educational needs, is satisfactory. At the age of five, when they begin working on the National Curriculum, nearly all pupils have good knowledge and understanding of the world. This is built on well. In Years 1 and 2, there is a good progression in the planned work, with tasks increasing steadily in difficulty. However, this does not always produce as strong an impact on rates of progress as it might. Pupils of lower attainment are well supported, but tasks are not adapted sufficiently for higher attaining groups. In Years 3 and 4, pupils' overall rates of progress are steady. For example, work on the properties of materials demonstrates a clear increase in difficulty from when it is taught lower down the school. Pupils look carefully at features of materials that suit them to particular purposes. Higher attainers, however, do not move on, for example, to the study of reversible and irreversible change. Conversely, scientific vocabulary and uses of literacy in science lessons are strong. Pupils now use a specific scientific vocabulary, such as 'settle to the bottom', 'absorb into it' and 'solids, liquids and gases' and write clearly and factually about their findings.
120. Pupils' attitudes are generally good. They usually complete tasks enthusiastically and are interested in scientific tests and the resources that they use. They handle equipment carefully and respect the school's and each other's property. Behaviour is usually good. They listen attentively to what they are expected to do. Occasionally, when their groups are not directly supervised, older pupils chatter about things that are not related to tasks. However, they respond to correction without rancour and are willing to discuss their work sensibly. Pupils co-operate well with each other, sharing out responsibilities in experimental work and collaborating with ideas.
121. Overall, the teaching is good. Three quarters of lessons are of this quality and the remainder are satisfactory. There were no examples of unsatisfactory teaching. This basically good teaching, however, does not sustain a

full impact on pupils' progress, which is, nevertheless, maintained at sound rates. The main reason is to be found in planning. Daily plans do not contain sufficient guidance on how work is to be adapted for pupils of higher attainment. In general, however, expectations for low and middle attainers are good. Teachers have good knowledge of the subject, including experimental and investigative science. Organisation and use of resources are also good. The feature that separates the satisfactory from the good teaching rests in the management of pupils. In the good lessons, teachers are clear about their requirements for behaviour at the start. They praise pupils appropriately, but are firm and clear about anything that is undesirable. These features, although sound, are less secure in the satisfactory teaching.

122. The subject is well coordinated and classroom monitoring has taken place. Standards are similar, overall, to the last inspection, although, last year, weaknesses in experimental and investigative science were identified. This element is now taught well. Furthermore, the headteacher and coordinator agree that, although the results of higher attaining pupils have improved, this aspect is in need of further development. There are plans to analyse how this might be achieved. The capacity for further improving performance in the subject, is therefore, good.

OTHER SUBJECTS OR COURSES

127. Information and communications technology

123. Standards in information and communications technology (ICT) are based on scrutiny of work; observations of individual pupils in class; groups of pupils working in withdrawal groups; and on reports and other evidence produced during the inspection. No whole class lessons were observed. Standards are similar to those in the last inspection in Key Stage 1 and have improved in Key Stage 2.

124. Attainment at the end of Key Stage 1 is in line with that expected of pupils of this age. Pupils are competent when using a mouse and can use the arrow key, space bar and return keys. They find using the letters more difficult, as they are not so familiar with upper case letters and concept keyboards have not been introduced. They use computers across the curriculum to help them with their literacy, such as when using 'talking stories' and 'spelling' programs, in mathematics, when using, for example, 'superlogo' and in art, through various

programs. They can control and model, using a floor turtle and programs such as 'superlogo'. By the end of Year 4, pupils have reached above average standards for pupils of their age and are able to use software for geography, spreadsheets in mathematics and improve their writing by finding alternative words in English. They learn about famous artists such as George Seurat in art and Islamic designs and stained glass windows in religious education. They learn to use tree diagrams to find information and can produce statistical information on graphs and pie charts. They write stories and recipes and record the temperature at different times of the day on charts. They use the Internet co-operatively, to find the answers to different questions.

125. Progress across Key Stage 1 is satisfactory and in Key Stage 2 is very good. As pupils move through Key Stage 1, they learn to print their name, choose different fonts, write captions under their paintings and draw their route to school with objects they see on the journey. In Years 3 and 4, they develop their word processing and data handling skills and use programs in subjects, such as art and design and geography when they learn about places such as India. A particular strength in the subject is the focused teaching of targeted groups of pupils in Years 2, 3 and 4 who make very good progress, in mathematics, in particular. Progress of both lower and higher attainers in mathematics is very good when they are withdrawn for group lessons to reach specific targets. They gain confidence in using the computer and can often complete tasks on their own, once shown what is expected of them. The progress of pupils with special educational needs in both key stages is very good.
126. Pupils' attitudes to learning are very good. They show enjoyment and competence when using computers both in class and in withdrawal groups. In class, pupils complete a satisfactory amount of work each day and take turns at the computers, one following the other without being reminded. Their enthusiasm to succeed in group lessons is very evident. Pupils are delighted when they return to the classroom with a print-out of their successes.
127. No overall judgement can be given for the class teaching of ICT, but group teaching is very good and sometimes excellent. The good management of groups, the careful timetabling and the very good pace set, as well as good subject knowledge and very clear aims, all lead to teaching in groups being very successful. Class teachers have gained confidence since they have

attended in-service training. Pupils show a good knowledge of procedures, when working on their own, having been effectively taught in previous lessons. Good systems are in place to manage the use of stand-alone computers in classrooms and to record pupils' progress.

128. The subject is very well managed by the coordinator, who is supported well by research completed by the headteacher. Every member of staff has been on a course relevant to the year they teach and the coordinator has attended courses for all levels. The coordinator is kept up to date through seminars and e-mail and newsletters from the local educational authority. A network system has been installed; it has up-to-date software and is working well. The school is developing ICT well and has a long-term strategic plan for its development. This includes stand-alone computers in classrooms and clusters of computers for different key stages. A scanner is available. At present the nursery children use different computers and it is planned to bring these in line with others in the school. The ratio of computers to pupils has increased to 1:10, whereas it was 1: 20 in 1996.

Religious education

129. At the time of the last inspection, standards in religious education were in line and often better than expected in relation to the locally Agreed Syllabus. Currently, attainment at the ages of seven and nine, when pupils leave the school, is usually above the expected levels described in the Agreed Syllabus. This represents an improvement. In Year 2, pupils know about special times in their own and others' lives. They can draw from examples in their own experience, such as birthdays and Christmas parties, when talking about celebrations. They write about special books, comparing the Bible with writings and stories that are sacred to other religions. They can write about their own feelings well, drawing from their own ideas and experiences. In Year 4, pupils' writing about what it means to belong to a group is perceptive and clear. For example, they introduce ideas from their own experience, such as wearing school uniform, and relate these to special requirements that might exist in religious ceremonies or other cultures. Pupils use their knowledge of St Swithun's Church to make comparisons with a synagogue. There are good uses of literacy work in the subject, with a strong emphasis on the development of correct uses of vocabulary. Words such as 'font', 'pulpit', 'scrolls', 'ark', 'vicar' and 'rabbi' are explained and used accurately in their

work. The majority of pupils in Year 4 achieve understanding of music used on special religious occasions. They understand that music is particular to different religions, but equally important to them all, and that music arouses strong emotions.

130. Pupils' progress over time, including those with special educational needs, is good. Taking 'special places' as an example, in Year 1, pupils are introduced to the concept through their ideas of home. A few explain that they have a special hiding place that they go to, which excites them. In Year 2, the idea is developed further. School is seen as a special place for children because it offers something that has their interests at heart, even if they do not always appreciate it at the time. As they move on, this is developed into trying to see that followers of particular religions have special places that they want to attend or visit, such as churches and synagogues. This type of development, which starts with pupils' own experiences and broadens their knowledge into what might be less familiar, represents good practice in the subject and it serves progress well.
131. Pupils' attitudes are mainly good but there are a small number of older pupils who disrupt lessons. In other lessons, however, attitudes show that religious education contributes strongly to pupils' spiritual development. For example, when baptism was being studied and the music of the hymn 'Peace, perfect peace' was played as a candle was lit, one pupil, with special educational needs who usually finds communicating difficult, later wrote:
- "I felt quite happy when the candle was lit. And when I watched the candle being lit, it was the most magical moment I've ever seen in my life. The first time ever."
132. Pupils mainly write and draw willingly to record their ideas and complete work conscientiously. Pupils offer their own experiences sensibly and without embarrassment in what they write.
133. It was possible to observe only very few lessons in religious education, so judgements of teaching against all suggested criteria are not possible. The scrutiny of work and the school's documentation, however, are compatible with a judgement that it is generally good and sometimes excellent. Planning is good, reflecting the Agreed Syllabus closely. Teachers' knowledge of the subject is good and expectations of the different age groups, as seen in the scrutiny, are above what is suggested in

the syllabus. In the small amount of unsatisfactory teaching, the planning of the lesson does not sufficiently take into account pupils' participation other than listening, and questioning techniques favour a limited number of pupils. Class management is poor and the disruptive element in the class is not dealt with early enough in the lesson.

134. There are two religious education specialists on the staff. The coordinator is particularly knowledgeable, and is currently extending her qualifications, undertaking a graduate course. She is already bringing elements of her studies into her job, for example, by looking afresh at the difficulties of assessing religious education and reviewing procedures that are and are not effective. Religious education makes a strong contribution to the spiritual, moral, social and cultural provision in the school. There are planned opportunities for studying other religions and their place in society. Pupils discuss their own experiences and think about them in relation to others' beliefs and values which they are taught to respect.

Art

135. By the end of Key Stage 1 and by the time they leave the school in Year 4, pupils' attainment in art is in line with the standard expected for their age. Progress is good in Key Stage 1 and satisfactory in Years three and four. Pupils with special educational needs make good progress. No lessons were observed in Years 3 and 4 and judgements for this key stage are based on the scrutiny of pupils' work, teachers' planning and records, classroom displays and conversations with pupils.
136. By the end of Key Stage 1, pupils have experienced a wide range of art materials and different techniques. Pupils in Year 1 know and explain how to take rubbings from different materials and objects in the school grounds. They describe how to hold the paper and use the crayon effectively to get the best results. Higher attaining pupils independently draw the plans for a building and use their work to cut out a house or church shape. Lower attaining pupils use scissors correctly and, with support, cut out and decorate their building design appropriately. This experience of a range of techniques continues well into Year 2; for example, pupils demonstrate and explain how to use printing techniques. They create a reverse image of a leaf print using a range of colours. Higher attaining pupils achieve clarity and good definition in their printing

and different colours are used well to produce a whole picture. Average and lower attaining pupils use the correct technique but the resulting print is not always clear and different colours are not always used. Pupils throughout the school use the computer well to produce pictures, for example, firework pictures in Year 1. Pupils in Year 2 make observational drawings of the stained glass windows in the local church. In small groups they create their own design for the windows using different materials. They explain clearly their design and the techniques used. Pupils in Year 4 use wax resist techniques to create a picture. Van Gogh's paintings are used as a stimulus and higher attaining pupils produce, for example, a painting of a windy day or a seascape in his style. Pupils describe how they used their brush strokes to create their picture in the same style. Pupils throughout the school are confident with line drawings and in using paint correctly.

137. Pupils' attitudes in art lessons are good and they work well. They work well alongside each other and handle materials sensibly. Pupils use paint and art resources appropriately. They are enthusiastic about their work and behaviour is good and often very good. Pupils listen to instructions well and become absorbed in the task. They show sustained concentration and clearly enjoy art activities. Pupils are responsible and co-operate well clearing up at the end of lessons.
138. Two lessons were observed. The quality of teaching is good, overall, and in one lesson teaching was very good. Significant strengths of the teaching in a very good lesson are the very good levels of challenge and expectations of pupils' work. Teachers have good subject knowledge. Lessons are well planned, with clear aims and objectives, and the necessary resources are readily available and well used. In the more effective lessons, pupils are constantly challenged to improve the quality of their work. Appropriate attention is given to guiding pupils in their knowledge, understanding and competence in developing artistic skills. For example, teachers give clear explanations and guidelines to help pupils improve their printing techniques to achieve and develop skills. There is a clear structure evident during the lesson in the progressive development of artistic skills and techniques and this has a positive impact on standards. Other strengths of teaching are the clear explanations and challenge to pupils to produce work of a good quality. The ability to re-cap on previous work and check pupils' understanding is also a strength. A weakness in art generally throughout the school is that the display of individual

pupils' work in some classrooms is limited.

139. Resources are adequate and are easily accessible for all staff. Resources in classrooms are good and used well. The school building and grounds and the local area are well used as a resource to enhance the provision.
140. The co-ordinator is enthusiastic and is a good role model for other teachers; this has a positive impact on standards. There is a sound policy and there are detailed schemes of work, which provide a clear framework for teachers and ensure progressive development of skills and wide experience. Pupils' work is appreciated and shared in assemblies.
141. Since the last inspection the school has made good progress in developing art as a subject in its own right. There is now a sharper focus on developing art skills.

146. **Design and technology**

142. At the time of the last inspection, pupils achieved the national expectation, although standards were better at nine-years-old than at seven. Currently, there are many strengths in attainment to report. Standards have at least, therefore, been maintained. At the age of seven, for example, pupils use their knowledge of wheels and axles to plan ways of joining them to products to make rolling objects. At nine, they undertake a 'design and make' project to produce a money container. The main features of the design, such as pockets, zips and fasteners are drawn carefully and labelled. The containers are made of fabric and joined appropriately by sewing. Pupils evaluate their work critically, saying what could be improved as they proceed.
143. Progress through the school, including those pupils with special educational needs, is generally good. For example, pupils learn a variety of joining techniques, including the use of glue, threads, clips and poppers and other resources. By the time they leave the school, they are able to make relevant choices, deciding what will work best. In Year 1, they begin with the principles of good preparation and planning, both when they cook and make models. In cooking lessons, this aspect is emphasised strongly because of the need to "...get rid of germs". Later on, the use of kits helps to develop awareness of assembling and disassembling. As they move on, these skills are developed into features of designing and making.

144. Pupils' attitudes to the subject are good. In three observed lessons in different age groups, they consistently demonstrated good motivation and interest. Behaviour is usually good and pupils share tools and resources sensibly.
145. Judged on the basis of these three lessons, the overall quality of teaching is good, with very good features. Two lessons out of three were of very good quality and the other lesson was satisfactory. The very good teaching is based on good subject knowledge, which leads to very good planning of both designing and making. The management of pupils is very good and coupled with well-chosen tasks, results in good uses of time. This leads to good progress.
146. Subject coordination is good. The work that pupils do contains good cross-curricular links with numeracy, such that pupils often mark plans with measurements and use these in the construction of models and products. Planning, but not teaching, is monitored by coordinators.

151. **Geography**

147. Pupils' progress, including those with special educational needs, in Key Stage 1 is satisfactory, although it is better in Year 2 than in Year 1. Standards are similar to the last inspection. Pupils follow a clear programme of study in Year 2 but this has not yet been established in Year 1. Only one lesson was observed in Key Stage 1; this was in Year 1 and progress was unsatisfactory because those pupils who did not understand were not given additional help, the pace was slow and activities were too vague. No lessons were seen in Year 2 but, from discussions with the teacher, a very clear programme has been carried out this term; pupils' progress has been good, with pupils building up a good knowledge base about their own locality through weekly visits to different areas. Having studied their own market town, Sandy, in some detail, pupils begin to learn about the world beyond their own environment. They find that Sandy is not on the atlas map and what had appeared big to them is not big enough to be named. They explain that it is not big enough to have crowds, such as in larger towns. They are able to show where it would be if it were named and find familiar towns nearby on the map. They consider why people need to leave Sandy, such as to shop, swim, go to the cinema or work and carry out a survey of where people in their own families work. In Key Stage 2 pupils' progress, including those with special educational needs, is satisfactory, overall. In

Year 4 pupils consider how they could enhance their own environment, such as the local market place. They have original ideas and give considerable thought to what they would like to change. Classroom work is based on fieldwork from the previous week. Pupils not only suggest adding amenities but also altering footpaths or moving a skateboard park because it would disturb residents. Pupils can use symbols and a key in their own plans and maps. Pupils also study a contrasting environment, such as Chembakolli in South India, but this is not covered in any detail.

148. As only one lesson was observed, no judgement can be made about pupils' attitudes in Key Stage 1. In Key Stage 2 their attitudes are generally good. They enjoy the subject, show interest in what they are being taught and are keen to answer questions and volunteer suggestions. They are positive about the homework they are set. Pupils show an interest in each other's ideas and make comments of what they discuss, sometimes giving alternate suggestions. They are able to explain why they would like to see something changed in the locality. Pupils in Year 4 also make very good progress, for example, in fieldwork when they go on a residential visit to a contrasting environment in Derbyshire in their last term at the school.
149. Too few lessons were seen in Key Stage 1 to form an overall judgement of the quality of teaching. Planning of the geography curriculum is very good in Year 2 but is unsatisfactory in Year 1. In Year 2, there is clear progression over the term and the physical features of different parts of the locality are systematically studied. This same systematic approach has not yet been fully implemented in Year 1 and, as a result, some teaching is poor. In Key Stage 2, the quality of teaching is good. There is clear, progressive teaching in both classes and lessons planned as a sequence build well up on one another. There is also good progression in lessons. The ethos for learning is often very good, with teachers interested and knowledgeable about what they are teaching and, as a result, pupils are clear about expectations and confident in their work.
150. The subject is well led by the co-ordinator who has recently introduced the Qualifications and Assessment guidelines with enthusiasm. These, together with other guidelines, have been implemented well in most of the school. The coordinator monitors planning, but not teaching. The subject is well resourced and the school is especially fortunate in its locality which provides,

within walking distance, almost all the different features to be studied, such as an urban and rural area, a river, woods and a major main road. The school makes full use of this local resource with success. Walks are well supported, with adults both employed by the school and volunteers: parents and grandparents. A further 'resource' is 'Nutmeg', the school toy squirrel who is taken on visits. Photographs are displayed in the library and provide an imaginative link between various visits made by children, both with the school and with their families.

155. **History**

151. Progress in Key Stage 1 is very good in lessons and across a series of lessons. Progress in developing the concept of old and new is particularly good in Year 1 because of very good teaching. Pupils look for clues and make inferences. They change their minds as the concept develops and decide that the fact that an iron is white may not mean it is new. Knowledge from different subjects is used and sequencing items, in order of age, helps to reinforce what is being learned. Pupils use their knowledge of different materials, learned in science lessons, to describe artefacts. They are developing a sense of 'time' and 'the olden days'. Some pupils know that irons used to be put over a fire. Another pupil shows a clear sense of time when she comments that one photograph must not be of the 'olden days' because there is a helicopter in it and they didn't have them then'. By the end of the key stage, pupils begin to relate their understanding of history in their locality. They go for a walk and draw three houses from different times in history and describe the building materials they are made of. They know that plastic was not used in 'the olden days' and that older houses often 'look dirty'. Pupils produce good drawings and about a quarter reach high standards in their work, with considerable detail in their observational drawings and a short explanation of what they have seen. Lower attaining pupils succeed completing a sketch but not always the writing. Only one lesson was seen in Key Stage 2 and in that lesson progress was good. Because there was only limited evidence of history outside the lessons seen, progress is judged to be satisfactory overall. There are good links with the Literacy Hour when pupils learn how to write a letter and then apply their knowledge to writing letters to people in a local residential home asking if they will tell them about their experiences in World War II. Pupils make good progress in thinking about what questions they would like to ask. One pupil showed a good understanding

of living through history when she suggested that they should ask if the elderly people understood what was going on at the time. Pupils in Year 4 know about Victorian times and write about life in a Victorian household. The progress that pupils with special educational needs make in both key stages is good.

152. Pupils' attitudes are very good. They enjoy suggesting reasons for artefacts being old or new, willingly work on describing old and new irons and are very enthusiastic when they recognise a 'new' house (built within their own memory) on their walk. Their behaviour outside school is excellent and they are very well motivated to work hard and achieve. In Key Stage 2 the same pupils tend to answer questions, but they all take a pride in their written work and show an interest in the subject when they end a letter by saying, 'We are having fun', in reference to what they are learning. Homework is used well to develop pupils' knowledge and they enjoy bringing in information from home about World War II.
153. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. In Key Stage 1, class management is often excellent, lesson planning is very good and teachers use questioning very well to extend pupils' knowledge and understanding and encourage them to give reasons for their answers. Lessons follow a clear sequence of activities and the transition between activities both in the classroom and from the classroom to an outside walk is very good. The pace of lessons varies and is appropriate for the lesson taking place. When it is slower, it gives pupils time to put forward their own ideas after some thought. Very good links are made with other curriculum subjects such as science and English. In Key Stage 2, clear planning shows distinct stages in a lesson well. There are good relationships. Clear boundaries are set and pupils behave very well. High standards of writing are achieved by the teacher writing on the board which sets high standards for the pupils. Teachers have very good subject knowledge and use time well.
154. The same coordinator leads both geography and history and the integrated study of the locality is promoted well in both subjects. Good links are made with the Middle schools to ensure continuity and progress through cross-phase meetings. History is well resourced with a number of very good artefacts, books, photographs and pictures. When pupils are studying the Vikings and Romans, good use is made of visits and visitors. Standards have improved since the last inspection.

Music

155. By the end of Key Stage 1 and by the time pupils leave the school in Year 4, pupils achieve standards that are above those expected nationally and progress is good. Standards in singing throughout the school are good. No lessons were observed in Year 4. However, observation of singing in assembly and recorded composition work enabled judgements to be made.
156. The progress pupils make, including those with special educational needs, is good throughout the school. Pupils in Year 1 develop a good sense of rhythm and rhythmic response to music. They moderate their voices appropriately and follow pitch and tempo. Pupils sing well in unison and accompany their singing, clapping with appropriate actions. They can play softly or loudly. Listening to and appreciating music is well developed as pupils progress through the school. In Year 2, pupils describe their response to features of professional music and identify changing dynamics in the music. Higher attaining pupils in Year 2 have a good understanding of the effect of echoes and sound bouncing off walls. They clap rhythms well, repeating and echoing the rhythmic sound of the drum. Pupils show ability to increase the tempo of the music and the dynamics. Pupils sing 'Lord of echo' and accompany their singing with rhythmic clapping. They create and practise their own simple rhythmic sounds and copy and perform those of others. A strength is the quality of the evaluative statements pupils make after hearing their own and others work. High attaining pupils identify and comment that some echoes should have been played more quietly to improve their effect. Pupils develop their individual response to music very well; Year 2 pupils comment that Purcell's music reminds them of a church.
157. Good progress in music continues into Years 3 and 4. Pupils in Year 3 sing the songs, accompanied by pupils playing tuned instruments. They sing confidently, with others varying the pitch, tempo and dynamics of the music appropriately. Composition work is very well developed. In small groups pupils compose music using the stimulus of electricity. They produce a good range of ideas, communicating effectively the switching on and off of the music. Compositions include a repeating rhythm and there is a good range of different sounds and interpretations. Progress in listening and appreciating music is good. A strength is the evaluative comments pupils make on their own and others' work and the suggestions to improve the work. Singing in assembly is good. However the songs

and hymns sung were over challenging for the younger nursery children.

158. Pupils enjoy music lessons and they respond well to the provision. They listen with interest and are enthusiastic performers. Pupils in Year 2 show obvious delight when they hear their own rhythms recorded. The pupils work well alongside each other and there is some good collaborative work. Pupils concentrate well on the challenging tasks they are given, take care of equipment and show respect for the performance of others.
159. Teaching in both key stages is good, overall. Teachers have a good command of all aspects of the subject and lessons have clear aims with purposes that are shared with pupils. Lessons are well planned and organised and expectations clearly stated. In the very good lessons the pace enables pupils to experience composing, performing and appreciation. These lessons include singing at an appropriate level, exploring sound sources, compositional work, playing a range of musical instruments, listening and appreciating music. The teacher guides pupils' observations and develops appreciation of music by the carefully selected open-ended questions. The school uses the specialist knowledge of the co-ordinator very well and this has a positive impact on attainment. Teachers make good use of questions to check pupils' understanding and the brisk pace enables all pupils to perform. Where teaching is less effective, the pace of the lesson slows down and not all pupils have the opportunity to play instruments. Good features of development include the systematic recording of pupils' compositional work.
160. Extra-curricular provision is very good. Recorder groups and the choir are well attended. They perform to a good standard and enrich the music curriculum. These sessions provide good opportunities for the higher attaining pupils to extend their skills, knowledge and understanding. For example Year 3 pupils in the recorder group play the 'Gypsy dance' following the notation. They produce a good sound and play the notes with accuracy and good rhythm. These sessions have a positive impact on personal development because pupils are challenged to improve and experience a good range of music. The school benefits from the very good and excellent tuition from peripatetic county music staff who provide tuition in violin and cello for several pupils. These sessions are fun and delivered at a very good pace that enables pupils to make very good progress. Very good

relationships are established and pupils are challenged at an appropriate level. The quality and quantity of resources for music are good.

161. The co-ordinator has good subject knowledge and is a good role model. She uses her accomplished piano playing skills to motivate pupils. This has a very good impact on standards, attitudes and the ethos of music within the school. There is an adequate policy and the school is using a published scheme of work.
162. Since the last inspection the school has made good improvement in the standard of composition work. The balance of most lessons has also improved to give pupils the opportunity within lessons to experience some elements of listening and appreciating, performance and composition work.

Physical education

163. Progress throughout the school is satisfactory. By the end of Key Stage 1 and by the time pupils leave the school in Year 4 they attain standards that are appropriate for their ages in dance and gymnastics. Due to time-tabling no lessons were observed in games, athletic activities, swimming or outdoor adventurous activities. Swimming takes place in the summer term. Evidence of attainment and progress is based on a close scrutiny of teachers' planning and discussion with pupils.
164. Pupils, overall, make satisfactory progress. Pupils with special educational needs make good progress. By the end of Key Stage 1 the majority of pupils' co-ordination skills are well developed and pupils travel confidently on different body parts. Pupils in Year 1 show well-developed resilience as they skip around the room and in their ability to jump and land. They are developing awareness of shape and balance. Spatial awareness is well developed in Year 2 as pupils travel in different directions, developing an awareness of pathways. They use their own personal space and the general space well. Pupils have a sound understanding of the effects of physical activity on the body and can describe them. All pupils know that a balance should be held still and they can identify which parts of the body they are balancing on. Pupils lift and carry gymnastic apparatus correctly.
165. By the time they leave the school pupils in Year 4 know, understand and explain the importance of warming the body

before exercise. Dance is developing well and pupils in Year 4 make good progress in composing a dance about growth using the music of Mike Oldfield's Tubular Bells as a stimulus. They explore the theme of growing and work with a partner mirroring movements. Pupils use different levels in their dance and include turning, curling and stretching movements. They practise and repeat movements. Higher attaining pupils include changes of speed and dynamics in their dance. Expressive elements of the dance are developing but need to be emphasised much more to improve the quality of the dance produced. The progress that pupils with special educational needs make is good.

166. Pupils enjoy their physical education and work hard throughout lessons. Behaviour is very good. Pupils listen attentively, are courteous, keen and interested in their work. Pupils are sensible and responsible when handling equipment and resources. Pupils collaborate well with each other; for example, pupils demonstrate good levels of sensitivity and consideration for others when lifting and carrying apparatus.

167. Teaching observed was mainly satisfactory throughout the school. Teachers have satisfactory subject knowledge. Strengths of the teaching are the clear demonstration and explanations which are given, followed by encouraging feedback to pupils. Planning is securely in place and all elements of the National Curriculum Programmes of Study are covered. Most of the lessons are based on a commercial scheme of work. The content of these plans is generally adequate, but it is not always suited to the individual needs of pupils within the classes. In some lessons there is insufficient focus on what the pupils will learn and insufficient teaching points to improve skills, knowledge and understanding. A weakness in some teaching is the use of time, organisation and pace of the lesson. For example, in some gymnastics lessons the pupils spend too much time waiting in a queue or sitting inactive while apparatus is being erected. In the good gymnastic lessons the content of the lesson enables pupils to practise and improve basic skills and to extend the main movement focus into apparatus work.

168. The extra-curricular provision is very good; it makes a positive contribution to extending the curriculum and to pupils' personal and social development. A high percentage of Key Stage 2 pupils pursue their sporting and creative interests through the wide range of extra-curricular clubs and inter-school matches. These

activities provide opportunities for pupils to experience co-operative and competitive activities and learn about fair play and good sporting behaviour. This provision for Key Stage 2 pupils has a positive impact on standards of attainment and contributes to the ethos of the school. The school has an 'Active Schools' policy, committed to encouraging pupils to develop active life-styles. The headteacher is most supportive and the co-ordinator is enthusiastic. A wide range of sporting activities is provided, such as games, unihoc, football, athletics and line dancing. Resources for games are good and in good condition.

169. The co-ordinator is enthusiastic and innovative. There is a good subject action plan for development. The school is involved in the BT Top Play and Top Sport initiative and is committed to raising the profile of physical education. Skipping is very well developed in the school and pupils take part in demonstration skipping events. There is insufficient lightweight apparatus for Key Stage 1 and younger pupils. The heavy and limited apparatus has a detrimental impact on the pace of lessons as teachers take a lot of time supervising pupils lifting and carrying it.
170. Since the last inspection, the school has made good progress in extending its provision for extra-curricular clubs and activities and developing healthy life-style activities, such as skipping and the 'Active Schools' policy.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

171. The team of four inspectors, one of whom was a lay inspector, was in school for a combined total of 12 days. The Registered Inspector spent a day conducting pre-inspection meetings with teachers, non-teaching staff and governors and was joined by a team member for the pre-inspection meeting with parents. Eight parents attended the parents' meeting and 45 returned questionnaires, seven of whom added written comments.
172. During the inspection, 48 lessons, or parts of lessons, were observed and additional observations and interviews about lessons were recorded. Inspectors heard a sample of pupils read from each year group. Inspectors scrutinised the work of at least three pupils from each class in the present year, and additional pupils' work from the previous year. Time was also spent gathering information from the displays about the school. A group of pupils from Year 4 was interviewed. Four whole-school assemblies were attended.
173. Inspectors examined teachers' plans and records, pupils' assessments and the individual educational plans of pupils with special educational needs. They observed morning arrival, breaks and lunch times and attended morning and afternoon registrations. The school's wider documentation, class registers and a sample of pupils' reports were inspected. The school development plan, budget figures and the school's administrative procedures were scrutinised. Interviews were held with the headteacher, the school secretary and the chair of the finance governor with regard to efficiency.
174. Inspectors held eight interviews with governors and 23 with the headteacher and teachers. Inspectors talked to support staff about their work. The Registered Inspector reported back to the headteacher daily on the inspection team's preliminary judgements. Before the end of each day inspectors talked with individual teachers about the teaching observed that day. Inspectors reported back to all teachers on their teaching again, at their request, at the end of the inspection. Meetings were held at the end of the inspection, reporting back to the headteacher together with coordinators on nine subjects, special educational needs and the under-fives provision. The preliminary Key Issues were reported back to the headteacher at

the end of the inspection.

180.	Pupil data				
	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals	
	Y1 - Y4	132	0	11	11
	Nursery Class	36	0	1	0
180.	Teachers and classes				
180.	Qualified teachers (Y1 – Y4)				
	Total number of qualified teachers (full-time equivalent):				6
	Number of pupils per qualified teacher:				22
180.	Education support staff (Y1 – Y4)				
	Total number of education support staff:				5
	Total aggregate hours worked each week:				68

180. **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent): 1

Number of pupils per qualified teacher: 36

180. **Education support staff (Nursery class)**

Total number of education support staff: 2

Total aggregate hours worked each week: 50

Average class size: 26

180. **Financial data**

Financial year:	1998/99
	£
Total Income	319,219
Total Expenditure	314,267
Expenditure per pupil	1,503
Balance brought forward from previous year	4,443
Balance carried forward to next year	9,395

180.
SURVEY

PARENTAL

Number of questionnaires sent out: 132
Number of questionnaires returned: 45

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	69	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	49	7	2	0
The school handles complaints from parents well	9	47	24	11	0
The school gives me a clear understanding of what is taught	16	62	11	11	0
The school keeps me well informed about my child(ren)'s progress	22	56	11	9	0
The school enables my child(ren) to achieve a good standard of work	24	49	16	7	0
The school encourages children to get involved in more than just their daily lessons	24	51	13	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	11	71	13	0	0
The school's values and attitudes have a positive effect on my child(ren)	27	64	4	0	0
The school achieves high standards of good behaviour	18	58	13	7	0
My child(ren) like(s) school	56	38	4	2	0

180. Other issues raised by parents

At the parents' meeting (8 parents attended the meeting and 7 added written comments to the questionnaires)

- A number of parents stated that their children become bored if work is too easy and lacks challenge. Many parents agreed with the lack of challenge. (This was also mentioned in written comments on questionnaires.)

- All parents stated that they would like more information on the content of the curriculum. (This was also mentioned in written comments on questionnaires.)

- Overall concern that lunchtime supervision is under resourced.

- Some parents felt that there was too much homework in Years 3 and 4.

