

INSPECTION REPORT

**THE BATT CHURCH OF ENGLAND PRIMARY
SCHOOL**

Witney

LEA area: Oxford

Unique reference number: 123193

Headteacher: Mrs. A. O'Hara

Reporting inspector: Mr. G. Williams 22704

Dates of inspection: 20/3/00 - 24/3/00

Inspection number: 194798

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Corn Street Witney Oxfordshire
Postcode:	OX8 7EB
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Lesley Clatworthy
Date of previous inspection:	13 th to 16 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. G. Williams	Registered inspector	Information Technology Physical Education	The characteristics of the school The school's results and achievements How well are pupils taught What should the school do to improve further
Ms. V. Cain	Lay inspector		How well does the school care for its pupils How well does the school work in partnership with parents
Mrs. B. Atcheson	Team inspector	Mathematics, Geography, Special Educational Needs	Pupils' attitudes, values and personal development
Mrs. H. Callaghan	Team inspector	Science, Design and Technology	How well is the school led and managed
Mrs. A. Newman	Team inspector	English, History Equal Opportunities English as an additional language	
Mrs. G. Phillips	Team inspector	Art, Music, Under fives	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Batt Church of England Primary School provides full time education for 253 pupils aged from four to eleven years. It is situated close to the centre of the market town of Witney. It is in the Witney South Ward and traditionally serves the Parish of St. Mary's. The majority of pupils come from residential areas nearby. There is a mixture of private and rented accommodation but the majority of pupils come from privately owned houses across the parish. Families come from a broad range of socio-economic backgrounds. However, the proportion of socially and economically advantaged families is above the national average. There are few families from ethnic minority groups. There are three pupils from homes where English is not the first language. The number of pupils eligible for free school meals is approximately seven per cent, which is below the national average.

Attainment on entry to the school is average overall. Most pupils enter the school having attended some form of pre-school education. There are two classes in Key Stage 1 but at Key Stage 2 there are six classes. The reason for this is that a significant number of pupils enter Key Stage 2 from the nearby St. Mary's Infant School, which swell the numbers at this stage.

HOW GOOD THE SCHOOL IS

This is an improving school which provides a good education for all its pupils. Pupils' achievements are at least satisfactory in all subjects with the exception of information technology at Key Stage 2. Standards are good in mathematics at Key Stage 1 and in history at Key Stage 2. Standards at both key stages are good in physical education and very good in music. The quality of the leadership is very good. The headteacher has a very clear vision for the future development of the school and is very ably supported by a committed deputy head. The quality of teaching is good overall with a significant minority of very good or excellent teaching. Overall, the school's strengths considerably outweigh its weaknesses, and it gives good value for money.

What the school does well

- Standards are above average in mathematics at Key Stage 1, in history at Key Stage 2 and in physical education at both key stages. They are well above average in music at both key stages.
- Children under five are taught well and make good progress in the reception class.
- Teaching is good overall.
- Pupils have positive attitudes to work, they behave well and their personal development is good. They are enthusiastic about the school, show interest and become involved in all activities.
- Provision for pupils with special educational needs is good and they make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is very good, as are procedures for child protection and ensuring pupils' welfare.
- The leadership and management of the headteacher and of the staff are very good

What could be improved

- Standards in IT at Key Stage 2 and information and the use of IT in other subjects across both key stages.
- The approach to assessment could be made more consistent by simplifying procedures and establishing effective marking procedures.
- The learning of the pupils could be extended and more opportunities made for independent learning for all pupils.
- Pupils could be set manageable, individual targets to identify their weaknesses, and give them a basis for future progress towards their current termly and annual targets.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues raised by the previous inspection. Statutory requirements are met in both information technology and design and technology, although standards in information technology have still to be raised at Key Stage 2. Strategic planning has now been strengthened by setting clearly prioritised curricular, financial and staff development targets. Management systems and roles, including those of the senior management team and committees of governors have been reviewed and redefined. A whole school curriculum plan is now in place to inform planning. Teachers' expectations have been raised and the roles of the co-ordinator are much better developed. However, assessment still has weaknesses. Standards have improved in many areas including the setting of targets for future improvement. The school is now well placed to continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	C	E
mathematics	C	A	D	E
science	C	A	E	E*

Key	
well above average	A
average	B
average	C
below average	D
well below average	E
very low in comparison to similar schools	E*

Children under five achieve standards, which are similar to the national average by the time they reach their fifth birthday. By the age of seven, pupils achieve standards in national tests, which are above average in reading and writing and well above in mathematics. Observations made during the inspection generally confirm these results.

The above table shows that in national tests, pupils achieve standards which are average in English, below in mathematics and well below average in science by the time they are eleven. The findings of the inspection confirms the standards in English but in mathematics and science they are average, indicating an improvement since 1999 tests. This is because of the introduction of the National Numeracy and Literacy strategy together with improved planning has had an impact on standards. Standards in information technology are unsatisfactory at Key Stage 2.

Pupils' achievements are satisfactory in design and technology, art, geography and history at Key Stage 1. Achievements in history at Key Stage 2 and physical education at both key stages are good. In music standards are very good at both key stages well. Pupils with special educational needs make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to their work. They are enthusiastic about school and interested and involved in the activities that are provided.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils respect the school rules and encourage and support each other in observing.
Personal development and relationships	Personal development is very good. Relationships throughout the school are of a high quality and pupils treat each other and adults with respect and consideration.

Attendance	Attendance is good. Pupils arrive punctually and lessons start on time.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Teaching is good overall. In lessons seen 98% of teaching was at least satisfactory. In 53% it was good, in 19% it was very good and in 2% it was excellent. This indicates improvement since the last inspection. Teachers show use of effective strategies, meaningful activities, use of appropriate subject vocabulary, high expectations and positive questioning. The teaching of English is satisfactory overall. The teaching of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. Overall the teaching of science is satisfactory but although the teaching of information technology is satisfactory at Key Stage 1, it is unsatisfactory at Key Stage 2.

The quality of pupils' learning is good overall and their acquisition of skills, knowledge and understanding is appropriate. Overall, pupils' intellectual, physical and creative efforts is good and they work hard and the good effect particularly, in mathematics at Key Stage 1. However, there are sometimes missed opportunities for the more able pupils to work independently which results in some individuals' learning being under-developed. Pupils with special educational needs learn well and make good progress as a consequence.

The reason that consistently good teaching and learning in lessons only leads to satisfactory progress overall is because assessment procedures are insufficiently developed to inform future planning and teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to the needs of the pupils. The range of extra-curricular activities is very good. The community makes a good contribution to pupils' learning.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good and they make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral, social and cultural development is very good, but provision for independent learning has weaknesses.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for child protection are very good. The school has very good procedures for promoting good behaviour. Partnership with parents is good. Procedures to monitor pupils' academic progress are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school and is successful in creating a secure and caring learning environment. She is well supported by an extremely able and committed deputy head and senior management team.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities appropriately. They have a good understanding of the strengths and weaknesses of the school

	and fulfil their role in shaping its direction well.
The school's evaluation of its performance	The school has appropriate systems for evaluating and monitoring its performance and is aware of the areas which require improvement. For example, information technology and assessment.
The strategic use of resources	Staffing, accommodation and learning resources are good overall. The school makes good use of resources at its disposal and has good systems for financial planning. There are adequate numbers of staff and there are enough resources in all subjects. The principles of "best value" are applied well to ensure the school obtains good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Behaviour is good . • The children like coming to school and make good progress. • The school expects children to work hard and achieve their best. • There is a wide range of extra-curricular activities. 	<ul style="list-style-type: none"> • Some parents want to be better informed about how their children are getting on. • Some parents feel that the school could work more closely with them. • A few parents feel that their children did not get the right amount of homework.

The inspection team agrees with the strengths identified by the parents. The links between school and parents remain a strength. Reports to parents are good with opportunities for contributions from parents and pupils. Homework is generally appropriate. The team acknowledges what parents would like to see improved but they are inconsistent with other parents' views and what the inspection team found. However, the school is anxious that these concerns be investigated and intends to address them as soon as possible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards are generally average for most four year olds when they start school, except for their personal and social development which was slightly below expectations. By the time they are five children have made good progress, especially in speaking and listening, early reading and writing, mathematics and in their knowledge and understanding of the world. They make sound progress in their creative and physical skills.
2. At the end of Key Stage 1, results in national tests are above the national average in reading, below average in writing and very high in comparison to the national average in mathematics. In comparison with similar schools results are average in reading, below average in writing but well above in mathematics. Over time, results in reading have improved but have declined slightly in writing. In mathematics there is a marked improvement. The inspection findings are that pupils at the end of Key Stage 1 achieve standards which are satisfactory in reading and writing and above average in mathematics.
3. At the end of Key Stage 2, results in national tests are close to the average in English, below in mathematics and well below in science. In comparison to similar schools results in English and mathematics are well below average and very low in science. Results in the tests in 1999 were similar to those in 1997 but lower than those in 1998. The inspection findings showed standards in all three subjects to be in line with national expectations. In English most pupils are competent readers and use a range of reading strategies.
4. The school has set appropriate targets for English and mathematics. Staff have considered the levels of ability of all pupils and ensured that the targets are realistic. The school is making good progress towards meeting these targets and is likely to exceed them in mathematics at Key Stage 2.
5. Standards in speaking and listening skills are good in both key stages. Standards in writing are broadly satisfactory throughout the school. Standards in reading are sound in both key stages but the use of information technology skills across the curriculum are unsatisfactory. The school has recognised this and is taking steps to remedy this situation. Standards in numeracy and literacy are sound and the National Strategy in each area is having the desired impact. Standards in information technology are just satisfactory at the end of Key Stage 1 and unsatisfactory at the end of Key Stage 2. The amount of time which pupils spend using computers is variable

throughout the school and is too limited. This, together with the inadequate quality and quantity of equipment detracts from pupils' learning.

6. Pupils' achievement in music is very good at both key stages. Standards in history at Key Stage 2 and in physical education at both key stages are good. Standards in other subjects are at least satisfactory at both key stages.
7. Pupils with special educational needs make good progress and generally achieve standards which match their capabilities well. They have positive attitudes to work and derive maximum benefit from their lessons. There is no significant difference in the attainment of boys and girls.

Pupils' attitudes, values and personal development

8. Pupils have very positive attitudes to school. They are keen and eager to come to school, for example twenty pupils arrived early to rehearse for their orchestral contribution to assembly. Before school, pupils wait quietly in the playground. At the beginning of each session they come into school in an orderly fashion without wasting time. Pupils behave well in and around school, and are clear about the way that they should behave. They are tolerant of each other and show respect for each other.
9. In assembly, pupils enter in a quiet, orderly manner. They listen respectfully when other pupils play their instruments and show their appreciation by clapping spontaneously at the end of each piece. Their responses to a story in assembly demonstrated that the pupils understand the impact of their actions on others and that they understand and respect other peoples' beliefs. In prayer, pupils bow their heads and join in lunch time prayers even when waiting for friends in the corridor.
10. The behaviour of all pupils is very good. The staff have high expectations of behaviour and pupils respond accordingly. Nearly all the parents returning questionnaires agreed that their children liked coming to school and that behaviour at the school is good. In lessons, the good behaviour and responsible attitude of the pupils contributes positively to their learning. Pupils converse politely with visitors and hold doors open for adults and each other.
11. Relationships between pupils are very good. In all lessons seen there was a good rapport between pupils and staff. Pupils trust the adults and are willing to follow their advice and teaching. Pupils show a keen, enthusiastic response to discussion and settle to their tasks promptly. They take a pride in presenting their work appropriately. Pupils with special educational needs behave in a confident manner and have good self-esteem. The few pupils in the school who are from ethnic minorities are accepted by their peers. In the playground play is purposeful, with younger pupils often playing with older pupils. No evidence of bullying or racism was seen on inspection.
12. Pupils make good use of the opportunities they are given to take personal responsibility. They are involved in daily routines of the school, taking registers, being lunchtime monitors and giving guided tours of the school to visitors. Pupils work constructively and co-operatively in groups. The Year 6 pupils are rewarded with having the privilege of eating their packed lunches in the quadrangle.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall and the teaching of the under fives is also good. There has been an improvement in the quality of teaching since the previous inspection. In lessons seen, 98% of teaching was at least satisfactory. In 75% of the lessons seen the teaching was good or better, 19% was very good and 2% excellent. This is a higher proportion of good and very good lessons than was seen previously. The good teaching has yet to impact on attainment due to the unsatisfactory use of assessment. This is reducing the level of improvement that should be realised. However, the school acknowledges this and is working hard to ensure that the use of assessment is used more effectively to inform the future planning and teaching.

14. The teaching of English at both key stages is good overall. Most teachers challenge pupils well through shrewd use of questioning supported by good subject knowledge. They use a range of skilful teaching strategies and activities to sustain concentration. Considerable assessment is undertaken but its use to inform future planning and teaching is insufficiently developed.
15. In mathematics, the quality of teaching is good overall with some very good teaching being observed. The teachers' enthusiasm for the subject impacts on pupils' learning. Teachers' subject knowledge is sound, planning is thorough and promotes effective learning through the progressive development of skills. Teachers build well on previous learning to further extend pupils' understanding. Day to day assessment is good and classes are well managed.
16. The quality of teaching in science is good in both key stages. Teachers have secure subject knowledge and use effective strategies for introducing pupils to new ideas and knowledge. They provide meaningful activities which are linked to other areas of learning. Teachers emphasise appropriate scientific vocabulary for pupils to learn and promote their speaking and listening skills through good questioning, that requires pupils' careful consideration.
17. The teaching of information technology ranges from unsatisfactory to satisfactory. Teachers generally have insecure knowledge and expertise. Teachers' planning identifies tasks to be set but does not always identify how they may be best achieved. For example, they do not take account of individual pupils' attainment.
18. Outstanding features of the best teaching seen in other subjects during the inspection include pace of lessons, good classroom management, very effective control strategies, clear explanations of learning objectives and appropriate challenge. Less effective teaching was identified with less effective management of the lesson and allowing pupils to go off task. The quality of teaching for pupils with special educational needs is good. It is well focused on their individual needs. Teachers use a wide range of strategies to support the learning of these pupils, who learn well and generally make good progress.
19. The quality of pupils' learning is good overall and their acquisition of skills, knowledge and understanding is appropriate. Pupils' intellectual, physical and creative effort is good. They work hard to good effect and there is an upward trend in standards. In information technology, there are insufficient opportunities for pupils to work independently. The pace in most lessons is generally brisk and progress mostly good. Pupils have an appropriate knowledge of their own capabilities and their rate of learning. They are appreciative of the opportunities they are offered to learn.

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

20. The quality and range of opportunities for learning provided by the school are satisfactory. All curricular requirements are met with the exception of information technology at Key Stage 2.
21. The curricular provision for children who are under five in the reception class is good and successfully promotes the early learning goals. There is suitable emphasis on pupils' personal and social, language and literacy and mathematical development. Other areas are planned for appropriately except for the development of pupils' robust physical skills, although full use of a new secure outdoor play area is planned for the near future. A wide variety of interesting and stimulating learning experiences ensure that these young children make at least satisfactory progress and often good progress by the time they are ready for the statutory National Curriculum programmes of study at the age of five.

22. At Key Stages 1 and 2 the curriculum is broad and balanced and most of the areas for development indicated in the last inspection have been successfully addressed. Design and technology now meets required standards and there have been improvements in music, physical education and history. The schools provision for information technology is still a weakness, resulting in satisfactory standards at the end of Key Stage 1 but unsatisfactory standards at the end of Key Stage 2, mainly because of out dated hard and software. Effective strategies are in place to remedy this with the provision of a new computer suite.
23. All pupils have full access to the curriculum including acts of collective worship and appropriate time allocations have been made for all subjects. The blocking of time for some foundation subjects is proving successful. Provision for pupils with special educational needs is good within lessons and when they are withdrawn for extra support. The school implements the Code of Practice successfully and clear procedures are in place to assist with the identification and assessment of pupils. Individual education plans are provided for pupils at stage two and beyond. These set clear targets for pupils so that work is relevant to their developing needs.
24. At the time of the last inspection a key issue was to improve the quality of curriculum planning. The school now has sound long, medium and short term plans which dovetail together to provide a balanced and relevant range of opportunities for all pupils, including those with special educational needs. The Curriculum Teams for each key stage meet each week to discuss curricular developments so that they can implement any necessary changes. The headteacher monitors planning and provides detailed feedback to staff. This provides secure continuity and progress between key stages and across the school. All subjects have schemes of work and short term planning clearly identifies what pupils are intended to learn. This is having a suitable impact on the standards achieved in both teaching and learning.
25. The school is implementing the literacy and numeracy strategies in an appropriate way and pupils are attaining standards in line with those expected. However, there are insufficient opportunities for pupils to engage in extended writing, and their use of writing in other subjects is underdeveloped. Sometimes more able pupils are still not set sufficiently challenging work.
26. The extra curricular provision is very good and a strength of the school. There is great emphasis on sporting achievements in netball, football, hockey and cricket, swimming and safe cycling and the school successfully aims for high achievement in music. Other extra-curricular clubs include drama, chess, French, ICT, and recorders. Older pupils enjoy an outdoor pursuits residential experience. Learning outside the school day is good and continues with the regular provision of homework tasks that support and extend classroom activities. A wide range of visitors to the school includes; artists, musicians and local crafts people. Five visiting peripatetic teachers offer tuition of a very high standard in violin, cello, clarinet, flute and cornet. The school successfully maintains a very positive equal opportunities policy towards the uptake of instrumental tuition and all other activities.
27. The provision for pupils' personal development is very good. The school is a warm, welcoming and Christian community where pupils are valued as individuals and all achievements are celebrated.
28. Pupils are helped to gain knowledge and insight into their own and other's beliefs and, in particular, they are encouraged to respect and value the opinions of others. Daily acts of collective worship make a significant impact on pupils developing spiritual awareness, when during moments of stillness they reflect on what they have heard and consider how they should respond themselves. They show empathetic responses to thought - provoking dilemmas, and are able to make secure judgements from a variety of viewpoints. The school has good links with the church and the Eucharist Service was an especially moving and rewarding experience.

29. Provision for pupils' moral development is very good. The headteacher and all other staff are good role models and expectations for behaviour are very high. Pupils know what is expected of them and are taught clear understanding of right and wrong. They are regularly praised and rewarded for maintaining very good standards. They have contributed to the school rules and make secure choices everyday; they are successfully encouraged to treat staff, visitors, and other pupils with kindness and courtesy and property with respect. This effectively adds to the positive ethos apparent throughout the school.
30. The school makes very good provision for pupils' social development. It is a harmonious community where pupils have good relationships with each other, their teachers and other adults. Responsibility and initiative are fostered from an early age so that pupils work purposefully and collaborate well at all times. Class monitors, in particular, undertake their tasks reliably and effectively and with a great deal of good will. Older pupils are caring of younger ones and actively seek out pupils who may need some extra friendship and support. Older pupils, who take visitors on a tour of their school, converse animatedly and are delighted with the opportunity to show initiative. They also produce a school newspaper, but opportunities for them to further develop independent study are limited at present. Pupils' social skills are enhanced by the quality of the school's community links and through its visits to other schools, to a home for the elderly, and by its generous support of charities.
31. Provision for pupils' cultural development is very good. This has improved since the last inspection. Pupils' own cultural traditions are apparent in the teaching of specific areas of the curriculum such as music, art, history and geography, and the school also places particular emphasis on literature and drama. Pupils in some classes have recently established pen pal links with a school in the United States of America. Pupils enjoy participating in Maypole dancing on the village green or singing in various concerts. An appropriate emphasis is placed on other cultures, such as Judaism, within religious education lessons and, wherever possible, use is made of visitors from different cultures to share their beliefs and practices. The new school library has a wide range of books about the diversity of other cultures and pupils are encouraged to use them for their own information.
32. The school provides effective health, sex and drugs education through a personal, health and social education policy. This enables pupils to be well-informed individuals who have a positive attitude and take responsibility for their own actions. Circle time is effective in enabling pupils to discuss and solve problems within a safe and secure environment.
33. The school has good links with the church, parents, the community and other schools. Secondary school links continue after pupils leave. Pupils in Year 7 write letters about their time at the school and join in environmental days, which improve the school grounds. The overall ethos of the school is very good.
34. The school has produced a comprehensive and well focused policy document which ensures that pupils are given complete equality of opportunity in all aspects of its provision. This reflects the strong Christian ethos, which pervades all the school's activities. It is translated into practice by a committed and conscientious staff who work hard to ensure that work is well matched to pupils' age and ability, and that special educational needs are well identified and addressed, to help pupils raise their standards of achievement, and experience success. However, there is sometimes a lack of challenge to higher attaining pupils. Pupils are well behaved and treat each other and adults with respect.
35. Pupils are encouraged to take part in all curricular and extra-curricular activities; there is careful attention to avoid any stereotyping by race, gender, culture or belief. Boys and girls are given equal responsibilities to undertake all tasks around the school. As pupils get older they contribute to the life of the school by accepting responsibility for the smooth running of the school day and by helping younger children. Great care is taken to ensure that pupils of all ages and abilities have

full access to all of the school's activities and its resources; boys and girls have opportunities to participate in all sports and in musical and other performances.

36. Resources for learning are purchased with care so that, for instance, the texts used in lessons reflect the multicultural nature of society and avoid gender stereotyping. Pupils are given good opportunities to explore other cultures and are encouraged to celebrate people's differences with respect and tolerance.
37. Pupils with hearing impairment play a full part in the life of the school, including its musical presentations. All pupils are encouraged to involve themselves with the local community, visiting the elderly and playing a full part in the Eucharist services.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The standard of care provided by the school for its pupils is good overall. Pupils are happy, feel secure and enjoy coming to school. Levels of attendance are good and unauthorised absence is low. The school provides a welcoming environment where all pupils are valued and are helped to achieve. Staff are caring, committed and supportive. Pupils with special educational needs receive good quality support; liaison with outside agencies is appropriate. Parents have confidence in the support given to their children.
39. The site is clean and well maintained. There are regular safety drills and a recent risk assessment has been undertaken. There are sufficient trained First Aiders to ensure that medical needs are well met; parents are contacted if there are serious concerns. All staff are vigilant and effective procedures are in place for handling child protection issues should they arise.
40. Attendance is monitored well. Registration takes place twice daily and absences are quickly followed up; the Education Welfare Officer. is involved if necessary. Punctuality to school is generally good and lessons start on time. Good procedures are in place to ensure that pupils are aware of the high expectations of staff of behaviour both in lessons and at breaktimes. Rules are clear, rewards keenly sought and sanctions known. Parents are involved if problems arise. Lunchtime staff are appropriately trained, reinforce standards and are clearly respected and obeyed by pupils.
41. Teachers have some knowledge of their pupils' progress and achievements through daily ongoing assessment linked to clear learning objectives in lesson plans. The use of marking to help pupils improve is in evidence in some classes but not all. Thus, not all pupils are clear about what they need to do to improve. This area of inconsistency is acknowledged by the school, which intends to consider and address it as soon as possible. The school has an effective baseline assessment, and with the addition of SIMS assessment manager it will be possible to track all pupils as they progress through the school and set targets for all pupils. Teachers work hard carrying out regular assessments of pieces of work but these vary from class to class. This results in an inconsistency in the validity and use of this assessment to inform future planning and teaching. This, together with insufficient moderated work to establish a reliable consensus about different levels of attainment, means there is not a manageable, consistent and effective method of assessing and recording pupils' achievements.
42. The school has good procedures for the support and guidance of its pupils. There are a significant number of pupils with special educational needs. The school works very hard to ensure that these pupils feel valued and play a full part in the life of the school. They make good progress against their own specific targets and the school monitors their progress very carefully to move them up or down the register as required. Work is carefully matched to individual needs. Effective support is given by learning support assistance enabling pupils to participate in the whole curriculum without losing self esteem.

43. There is a well organised and well structured programme for personal health and social education which enables pupils to develop self confidence, show initiative and make well informed choices as they move through the school. They share ideas effectively and work well in groups.
44. The after school club is used well and is a valued provision. Pupils work and play happily together in a friendly and safe environment. Wide ranging activities both indoors and out provide interest and enjoyment and clearly promote learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The links between school and parents remain a strength. Parents value the care provided for their children confirm that they are welcomed into school, and are able to approach staff if they have concerns. Responses, both at the meeting and to questionnaires, were generally positive.
46. Parents are kept well informed about events, the curriculum and children's progress through a variety of letters, newsletters, open evenings and formal meetings. In addition, many parents speak to staff on an informal basis when bringing or collecting their children. Reports to parents are good, with opportunities for contributions from parents and pupils. Some parents would appreciate more information about how their child compares to what is expected of children of their age. Parents of pupils with special educational needs are fully involved in the review process.
47. The Batt School Association is actively involved in both social and fund raising events. Functions are well supported and the money raised enables the purchase of additional equipment, for example, computers and calculators to enhance learning.
48. Parents are encouraged to support curriculum, sporting and other activities such as visits, cycling proficiency, swimming and residential opportunities. All parents have signed the home/school agreement. A significant number of parents share their children's reading. Homework is consistently set and generally appropriate, successfully preparing pupils for the next stage of their education and supporting them in their current learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management in the school is very good. The headteacher has a clear vision of the future development of the school and has successfully created an evaluative team that works well together. She provides very clear leadership and has developed very effective management systems that ensure continuous improvement. The school has been through many changes, which have been managed effectively and now provides good quality education for its pupils. The school's aims and values are clearly seen in its day-to-day working, and the very strong ethos of care and respect for others is consistently promoted throughout the school. Very good relationships are effectively maintained. Pupils' successes are celebrated so that, whatever their abilities, pupils develop high self-esteem and confidence.
50. The headteacher is very well supported by the deputy headteacher. They work well together and the management of the school is all the more effective because of their different styles of management and expertise. There are clear management systems in the school, which ensure effective delegation of responsibilities and good communication. This is an improvement since the previous inspection. The members of the experienced senior management team manage their classes effectively and together they have an effective overview of the development of the whole school curriculum. The headteacher, deputy headteacher and other members of the curriculum

management team, make a very strong team that leads the school forward. The strength of the leadership in the school, and the effectiveness of the whole staff, who work very well as a united team, ensures that the school's capacity for further improvement is good.

51. The headteacher and senior management team, have with the staff and governors, addressed most of the concerns of the previous report. Standards have been maintained in most areas of the curriculum, and improved in history at Key Stage 2 and in music, physical education and design and technology at both key stages. The curriculum is broad and is now balanced. The provision for information technology has been improved since the previous inspection, but there are still weaknesses in this. Whole school procedures for assessing and recording pupils' attainment and progress have been further developed, but teachers do not have a secure and agreed understanding of the levels pupils attain. Consequently, teacher assessments are often above the results of the National Curriculum tests and tasks. Teachers, therefore, do not have sufficiently clear expectations for pupils' attainment. This is a concern that has been identified by the school, but not yet fully addressed through their moderation meetings.
52. The quality of monitoring in the school is good. The Literacy and Numeracy Strategies have been satisfactorily implemented through the school and monitoring core areas has had a positive impact on improving the quality of teaching and is beginning to have a positive impact on pupils' learning. Members of the curriculum management team monitor the quality of teachers' planning to ensure that there is coverage of the National Curriculum programmes of study. Effective systems to ensure appropriate continuity of pupils' learning through the school are not yet fully in place and the school does not clearly identify the differences in teachers' expectations across the age ranges. This, therefore, accounts for the differences in the quality and range of pupils' learning. In science, for example, pupils in the same age group are expected to record their work in different ways in different classes, which results in some pupils not having the same opportunities to develop the skills of systematic recording of experiments.
53. The senior management team and staff are effective in analysing school assessment data and using it to evaluate the progress of different groups of pupils to ensure that all have equal opportunities to learn and that areas of weakness are identified. This is having a positive impact on standards which have risen since the last SAT's tests. A significant difference between the attainment of boys and girls was identified in the National Curriculum tests and effective strategies were developed and implemented through the school, with the result that the following year, boys' achievements were equal to the girls', in most areas of learning.
54. Co-ordinators manage their subjects well and in music, design and technology, and physical education they provide good leadership, which has resulted in an improvement in pupils' standards in these subjects. The management and organisation of the school curriculum generally provides satisfactory equality of access and opportunity for pupils to learn and make progress, except on the occasions when the higher attaining pupils are not sufficiently challenged.
55. The role of the governing body has been much improved since the previous inspection. Governors are well informed, knowledgeable and influential in the development of the school. The governing body has recently been reconstituted and many of the governors are new, but they are already developing a satisfactory awareness of the strengths and weaknesses of the school through their links with subject co-ordinators. They are very enthusiastic about their new role and eager to support the work and improvement of the school. They work in close partnership with the staff and provide suggestions on school development issues, which enhances the quality of education provided.
56. There is a good level of teaching and support staff, all of whom are appropriately experienced and qualified for their roles. The professional development of all staff is good. Teaching staff are well trained and their expertise is used effectively to support other colleagues. Learning support assistants are also provided with effective opportunities for training and their good expertise is

used well to promote pupils' learning. They have good relationships with the teachers and are well informed of the aims of each lesson. They work well with the pupils and successfully enhance their learning. There are effective procedures to support new staff, so they settle quickly into school routines. There are three temporary teachers at present, owing to recent staff changes, who are well integrated into the school ethos. The headteacher promotes opportunities for staff professional development and all staff show good levels of commitment by regular attendance to courses. Each year, the headteacher interviews co-ordinators to discuss their management role and all of the teaching staff benefit of regular professional reviews.

57. The school effectively monitors the use of its financial resources and day-to-day expenditure. The priorities for school development are appropriately funded and the headteacher and governors have a good view of the impact of these priorities on future spending. The accommodation is of very good quality. Recent building improvements have provided the school with a spacious hall and new computer suite. There are generally sufficient resources, which are of a good quality. In English, history, and for children under five, they are good. Resources for music are very good and they are used well to promote pupils' learning. Resources for information technology, although improved, are still unsatisfactory and not enough use is made of information technology through the curriculum.
58. Overall, taking into account the children's average attainment on entry and their general satisfactory gains in their learning through the school, the good quality of teaching, which leads to pupils' very good behaviour and their good personal development, the very good leadership provided within the average unit costs; the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards and continue the improvements made by the school, the governors, headteacher and staff should:-
- As required by the previous report, improve the quality of provision for information technology to raise standards at Key Stage 2 as identified in the school's development plan by:-
 - (a) improving staff subject knowledge and expertise.
 - (b) improving the number and quality of computers and the quality of software so that there are sufficient resources to meet the demands of the curriculum for the subject.
 - (c) establishing effective management strategies to ensure that pupils are provided with the opportunity to work on the computers individually.

- (d) establishing an effective partnership between the Key Stage 1 and the Key Stage 2 co-ordinators to assess the current limitations of equipment and teaching by effective monitoring and evaluating to support this area of the curriculum.
 - (e) ensuring that information and communication technology is used effectively and consistently to support learning in other subjects of the curriculum.
 - (f) developing strategies to allow the co-ordinators to monitor quality and standards in all classes on a regular basis in order to become more aware of individual pupil progress.
- Introduce a more consistent approach to assessment by:-
 - (a) establishing moderation procedures to give teachers a common understanding of expected levels of attainment.
 - (b) simplifying current assessment practices.
 - (c) introducing a more informative marking policy which informs pupils of what they need to do to raise their standards of attainment.
 - Set clear manageable targets for all pupils to identify their weaknesses and give them a basis for future progress by:-
 - (a) discussing with pupils their weaknesses, giving them the opportunity to suggest them themselves.
 - (b) entering into dialogue how they may be improved.
 - (c) setting realistic jointly agreed manageable targets for pupils in Year 2 and above.
 - Extend the learning of average and above average attaining pupils by:-
 - (a) providing more challenging tasks by better use of assessment.
 - (b) providing greater opportunity for independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	56	24	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		239
Number of full-time pupils eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		57

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	12
	Girls	10	9	10
	Total	19	18	22
Percentage of pupils at NC level 2 or above	School	86	81	100
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	10	10	9
	Total	19	22	20
Percentage of pupils at NC level 2 or above	School	86	100	90
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	24	24	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	20	16	16
	Total	37	32	34
Percentage of pupils at NC level 4 or above	School	77	67	71
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	21
	Girls	20	19	21
	Total	38	38	42

Percentage of pupils at NC level 4 or above	School	80	80	87
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	4
Pakistani	
Bangladeshi	
Chinese	1
White	233
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25.7
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

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

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	377,765
Total expenditure	355,247
Expenditure per pupil	1,477
Balance brought forward from previous year	-1,980
Balance carried forward to next year	11,012

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

253

Number of questionnaires returned

97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52.6	41.2	5.2	0	1.0
My child is making good progress in school.	37.5	56.3	5.2	0	1.0
Behaviour in the school is good.	34.0	60.8	0	0	5.2
My child gets the right amount of work to do at home.	27.8	49.5	16.5	3.1	3.1
The teaching is good.	44.3	49.5	3.1	0	3.1
I am kept well informed about how my child is getting on.	26.1	43.8	28.1	1.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	50.0	41.7	6.2	0	2.1
The school expects my child to work hard and achieve his or her best.	45.4	48.4	3.1	0	3.1
The school works closely with parents.	25.0	53.1	14.6	4.2	3.1
The school is well led and managed.	33.0	44.3	11.3	6.2	5.2
The school is helping my child become mature and responsible.	38.1	47.4	7.3	1.0	6.2
The school provides an interesting range of activities outside lessons.	41.7	40.6	5.2	4.2	8.3

PART D

THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Educational provision for children under five is good and successfully promotes the early learning goals. Most of the children in the reception class were under five at the time of the inspection and had entered the school in January. By the time they are five years of age they attain levels in line with those expected from children of this age. This is the first time the school has taken children into school before the term in which they are five. All pupils have settled well are happy and enjoy coming to school. At present these children attend for the mornings only.
61. During the first few weeks the school carries out a baseline assessment which shows that attainment on entry is broadly in line with that expected for children of this age in all aspects, except for their personal and social development, which was slightly below expectations. By the time they are five pupils have made good progress in the acquisition of intellectual skills, especially in speaking and listening, early reading and writing, mathematics and in their knowledge and understanding of the world. They have made sound progress in their creative and physical skills and good progress in their personal and social skills.
62. The teacher has high expectations for children's achievement and progress. The quality of teaching is good and is well matched to children's stages of development. Teaching, during the inspection was good or very good on all occasions. Effective management of the reception class, together with a stimulating programme of personal and social development helps children to work, play and co-operate successfully. The teacher and support assistant complement each other well in enabling pupils to work within well-established routines, with equal access to all activities. Regular observations, whilst children work and play, ensure that the work successfully meets children's developing needs. Children with special educational needs are well supported by learning support assistants who enhance and extend their skills, knowledge and understanding. Appropriate records are kept of children's progress in the six areas of learning. Good informal contact with parents and carers keeps them informed of their children's progress and a 'Helping hands letter', encourages them to offer support.
63. The teaching of personal and social development is good and as a result children make good progress in their skills. Children have good relationships with adults and treat each other and their environment with respect. They respond with tangible moments of awe and wonder to new learning situations and they are keen to be involved in all activities. They work well on their own, showing developing independence in finding resources and carrying out activities. They sustain concentration, persevere and are always alert and ready to ask relevant questions about the task in hand and offer succinct answers. For example, after a printing session with a variety of fruit and vegetables one child asked another 'why are there holes in the apple print?' the response – 'because that was where the pips were' shows how observant and confident they are becoming. Children work well in groups, where they readily help each other. This is particularly noticeable in the new role play area where they are sensitive to each other's needs and take turns at sharing props and equipment. All children are well motivated and are keen to produce good work. The children are happy and confident in seeking advice from adults whenever the need arises. Progress in their personal and social development is good.

Language and Literacy

64. The teaching of language and literacy is good. By the time they are five, children's attainment is above that expected level in speaking and listening and in line with early reading and writing. Children listen with avid attention to stories and poems and enjoy daily opportunities to express their ideas and feelings through a balanced series of cross-curricular activities and circle time. They speak with increasing fluency about their work, to each other and visitors and show good respect for other people's ideas and feelings. The teacher's use of interesting stories helps children to understand the nature of books and make an early start to reading. They are encouraged to take books home and their enjoyment and pleasure are evident when they share books with adults or browse in the book corner. Children show a suitable awareness of the purposes of writing as they progress from mark making and overwriting to independent writing. Most children can underwrite successfully and their illustrations and drawing are well defined and representative. Their perception of themselves as writers is encouraged through emergent writing, which shows a good mixture of skills, and they successfully use pictures, symbols and familiar letters to communicate meaning. Their letter formation is generally correct and they have some suitable phonic knowledge. They make good progress.

Mathematics

65. By the time they are five, for the majority of children attainment is above that expected for their age. A range of well planned activities encourages children to explore everyday materials and mathematical resources and provides them with opportunities for counting, ordering, sorting and matching. Many incidental opportunities are used to help them learn the days of the week, seasons and their height, for example. Children can count successfully to ten and beyond, with some children confident in counting, recognising and ordering numbers to twenty. They successfully use a number line to support their developing skill. They know a range of counting games and rhymes. Children show they are able to correctly sequence two, three and four different colours whilst using apparatus such as 'compare bears'. Assessment is based on the child's ability to create sequences and also to explain them. Information gathered in this way informs future planning of work. Structured play with sand and water helps children make good progress in understanding and using the language of maths. Most children are developing appropriate control in forming their numbers correctly.

Knowledge and understanding of the world

66. Staff capitalise well on children's interests and plan real life experiences in order to build on and extend their knowledge and understanding of their world. Children are successfully encouraged to use all their senses to explore such things as compost before planting broad bean seeds. This is linked to their work on Jack and the Beanstalk, and children know the essential parts of a plant and the conditions necessary for growth. They have a good understanding of the weather and the effect of seasonal change. Children are keen to talk about where they live, the school, and about people who help them. They explore the school grounds and show some understanding of hibernation as they watch squirrels emerge into the warm sunshine. They use materials and equipment with growing independence and are able to cut, stick and join and build for a variety of purposes.

Creative development

67. Children's creative development is sound. They use drawing, writing, construction and mouldable materials with increasing control. Children paint, mix colours and print with a variety of objects and are successful in making some independent choices. Their finished work is artistically displayed in the classroom, for example the flowering almond blossom tree reflects the magnificent tree in bloom at the time of the inspection. Other art work in their books and in displays reflects their interest in stories such as 'Whatever Next' by Jill Murphy. All of the children have all made a variety of models of rockets and spaceships to launch them into space. Independent role-play skills are encouraged through structured play and children use props such as

the telephone and appointment pad with good imagination and write for real purposes in the 'vets surgery'.

Physical development

68. The teaching of physical development was not seen during the inspection but planning for daily use of the secure outdoor play area and a lesson in the hall for physical education is in place for the near future.
69. Although children are confident in running, hopping and skipping whilst sharing the playground with older children during break and lunch times, the planned provision for the development of their robust physical skills at present is underdeveloped. Children respond well to instructions in circle games. Their fine motor control is well established as they manipulate, pencils, crayons, paintbrushes and other tools. They also are becoming adept and confident in controlling the mouse whilst using an art program on the computer. With support from the LSA they are picking up on screen commands, choosing the style of the brush and learning to plan their picture before 'painting'. As they work children help one another, take turns well and are pleased with their achievements. They use pencils, crayons and paintbrushes with increasing skill and their progress in the development of fine motor skills is good.
70. The accommodation for children under five is very good and used well with the exception of the outdoor play area. The addition of the role play area encourages children to engage successfully in structured play which focuses on developing personal and social and language skills. Displays of children's work enhance the bright appearance of the room but more captions are needed at child height to ensure it becomes a language rich environment. Well-established routines and good teaching enable children to settle quickly into school and they make a positive and happy start to their full time education.

ENGLISH

71. In the national assessments in 1999 at the end of Key Stage 1, results were above the national average in reading and writing. When compared with similar schools, attainment in reading in Key Stage 1 was in line with the national average and in writing, it was below the national average. At the end of Key Stage 2, results in English were in line with the national average, but when compared with similar schools, results were well below the national average. In lessons observed and work scrutinised, pupils are achieving standards in line with national expectations in both Key Stages. Speaking and listening skills are at least satisfactory and often good, especially in Year 6; attainment in reading is satisfactory but in writing it is generally below in both key stages.
72. Pupils develop their speaking and listening skills well in lessons across the curriculum through discussion activities. In Reception and Key Stage 1, pupils learn to speak audibly and their vocabulary develops well, with accurate use of verbs and adjectives. They can apply their language skills to offer simple explanations and to discuss stories. By Year 2, average and above average readers can hold an intelligent and articulate conversation about the plot and characters in their reading books. In Key Stage 2, pupils can make increasingly imaginative and informed contributions to class and group discussions. Younger pupils in the key stage show insight in analysing the ingredients that characterise myths and legends; they are confident in expressing their opinions and can develop reasoned and sustainable arguments. However, pupils' listening skills are less secure when activities last too long and their level of interest wanes. In Years 5 and 6, there are good standards of speaking and listening skills. A discussion with pupils about the second World War showed they had good command of appropriate vocabulary and an ability to extend the conversation into areas that had aroused their interest. Pupils are enthusiastic about poetry and their analysis of word patterns are generally of good quality.

73. Standards of reading at the end of each key stage are in line with national expectations, overall. By the end of Key Stage 1, above average and average attaining pupils have made sound progress in developing reading strategies; they acquire a firm grasp of the clues that help them move on to more complex texts. Their reading is generally accurate, fluent and expressive, showing sound comprehension and some pupils are developing decided tastes for different genres of literature. The reading of a significant number of below average attaining pupils in Key Stage 1 is hesitant and stilted and they have few strategies to enable them to move forward in their reading. However, their needs are well identified and reading records provide appropriate evidence of the areas of weakness which require reinforcement; they receive the extra support that helps them to overcome their difficulties. By the end of Key Stage 2, most pupils are competent readers; above average and average attaining pupils read independently, using a greater range of reading strategies and showing growing confidence in discussing style, characterisation and the development of plot. They have more informed views about their favourite authors and the genres of literature which they prefer. Pupils make sound progress in reading for meaning by skimming and scanning texts but a significant minority of Year 5 pupils do not apply themselves to this with care and precision. By Year 6, most below average attaining pupils read with a greater degree of accuracy, though they do not routinely use punctuation to help them make sense of the text. Vocabulary and prediction skills are underdeveloped among this group of pupils. Parents are encouraged to become involved with their children's reading progress and have the opportunity to share comments with teachers in pupils' reading record books. Most pupils have a sound grasp of library skills, overall. They have an understanding of how to access books in a library and can explain the purpose of an index. They are aware of the difference between works of fiction and non-fiction but fewer pupils understand the use of a glossary.
74. Pupils' standards in written work is generally below average. However, they do not have sufficient experience to plan and produce a full range of extended writing to secure their skills and to ensure that they can write appropriately for different purposes and audiences. By the end of Key Stage 1, most pupils are independent writers and above average attaining pupils can form their letters well and use basic punctuation, including speech marks, accurately. Above average pupils write simple stories well and show a good awareness of sequence. However, scrutiny of the work of average and below average pupils shows that their use of cursive script is insecure and inconsistent; standards of spelling and sentence structure are variable and presentation of work is sometimes careless and untidy. In Years 3 and 4, pupils learn to write for a greater range of purposes, such as reporting and instructional writing and they have sound understanding of grammatical forms such as synonyms, antonyms, suffixes and prefixes. They can form simple sentences correctly, but do not have sufficient confidence in writing more complex sentences or extended prose. By the end of Year 6, the writing of above average and average attaining pupils shows sound progression in several curricular areas, such as science; pupils learn to adapt their writing styles to suit the purposes of the task. In Year 5, pupils become more skilled in analysing the use of poetic language to evoke a mood, categorising the word patterns used by a poet such as Southey to achieve a particular effect. In Year 6, above average pupils write in well planned paragraphs to develop a reasoned argument or to sequence a story; they employ more literary devices, such as metaphors and similes to develop their individual style and to add colour and variety to their writing. Average and below average attaining pupils produce work that is more inconsistent in quality and there are continuing difficulties with spelling, handwriting, punctuation and spelling. Scrutiny of pupils' work provides evidence of some unfinished tasks and an insecure grasp of writing stories and dialogue among these pupils.
75. In the last inspection report, there were concerns about the level of challenge offered to above average pupils, particularly the lack of opportunities pupils had to develop their extended writing skills and to evolve more complex structures. Though tasks given in lessons are now usually adapted to match pupils' needs and abilities, there is still an over-emphasis on comprehension work which requires short responses; pupils of all abilities are still not provided with sufficiently challenging opportunities to gain confidence in choosing appropriate styles to suit different

purposes of writing. There is still underuse of information technology tools to help pupils draft and redraft their work appropriately.

76. Progress is sound, overall. The provision of work appropriately adapted to match pupils' ability levels means that pupils have more opportunities to experience success and build up confidence. Speaking skills show clear progress and pupils successfully contribute to class discussions in extended responses. Listening skills show progress where the pace of lessons is brisk and purposeful and where the level of expectation is high. Reading skills remain sound, overall, but average attaining pupils do not have a secure grasp of higher order reading skills. Above average attaining pupils have developed tastes for a limited range of literature. Writing shows some progress, especially at the upper end of Key Stage 2 where above average pupils learn to organise their thoughts and material to produce logically argued, well focused work. Progress is most evident when all pupils, including the most able, are appropriately challenged with work that matches their ability level.
77. Pupils with special educational needs who are experiencing difficulties with their learning are provided with suitably adapted work which builds up their confidence to tackle areas of weakness. Teachers and support staff know the pupils well and their special needs are well defined and individually targeted in lessons so that they work more positively to reach identified goals. However, there are no consistent procedures in place to ensure that gifted pupils are routinely challenged with extension work in all year groups and all areas of the curriculum.
78. Pupils' oral response to their literacy lessons is enthusiastic; they are keen to become involved in discussions and most pupils are eager to answer questions. However, pupils are slower to settle down to written tasks in lessons and do not always concentrate on the work set. When time targets are set for the completion of tasks, pupils are more determined to succeed and to persevere to overcome difficulties. Relationships between pupils and teachers are positive and mutually respectful and pupils learn to collaborate well together as they mature.
79. Teaching is good, overall, in both key stages. Lessons are well planned and usually delivered at a brisk and purposeful pace. Where teaching is at its best, pupils are made aware of the content of the lesson and teachers use a range of skilful teaching strategies and activities to sustain concentration and involvement in the lesson. Most teachers challenge pupils well through shrewd use of questioning, backed up by good subject knowledge. Individual weaknesses are well targeted in teachers' lesson plans. Samples of pupils' work inspected show that marking is done regularly but generally it does not give pupils enough information and guidance to help them identify and address the weaknesses in their work so that they can raise their standards of attainment.
80. The quality and quantity of literacy resources are good. Appropriate material has been purchased to deliver the literacy curriculum and classrooms and the library contain a good balance between works of fiction and non-fiction. Pupils have a rich diet of multicultural works of fiction and reference books which are well used in literacy lessons to encourage pupils to value and respect beliefs and societies different from their own. Books and other resources are carefully chosen to avoid stereotyping by race, gender or culture. The use of information and communications technology is, at present, underdeveloped as a vehicle for promoting greater knowledge and understanding of language and literature. Word processing helps pupils to improve their presentational skills but there is insufficient emphasis on developing drafting and re-drafting skills to raise the quality of pupils' writing.
81. The literacy strategy has had a positive effect on raising standards. The literacy co-ordinator has produced detailed guidelines and plans to support her colleagues in the delivery of the curriculum. Teachers across the school have worked hard to ensure the success of the introduction of the literacy strategy; they have gained in confidence in devising successful methods of addressing the different demands of the initiative. The co-ordinator observes and monitors the quality of teaching

and learning in the classroom and supports her colleagues with training and advice. Teachers' planning and the standards of work in pupils' books are also monitored and careful records are kept to identify areas requiring reinforcement and revisiting. However, there is, as yet, no literacy portfolio of moderated annotated work in place to provide all teachers with a common understanding of the national curriculum levels achieved by pupils and to help them give pupils clear guidance towards the next step forward in their learning.

MATHEMATICS

82. At the end of Key Stage 1, the percentage of pupils attaining the expected Level 2 or above was well above the national average in the National Curriculum tests in 1999. The percentage of pupils reaching the higher Level 3 was above the national average. When compared with similar schools, the performance of seven-year old pupils was well above the average. There has been a sustained improvement between 1997 and 1999, when scores were above the national average but rose to well above in 1998.
83. At the end of Key Stage 2, the percentage of pupils attaining the expected Level 4 or above was below the national average in the National Curriculum tests in 1999. The percentage of pupils reaching the higher Level 5 was close to the national average. When compared with similar schools, the performance of eleven-year old pupils was well below average. Between 1997 and 1999, the school results rose from being broadly in line in 1997 to well above the national average in 1998 but fell to below the national average in 1999.
84. From the evidence gathered during the inspection, standards in mathematics are good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Pupils with special needs and those with English as an additional language make good progress. There is an improvement at Key Stage 1 on the previous inspection when standards were judged to be broadly in line with the national average at both key stages. The school has analysed the strengths and weaknesses of Statutory Assessment Test results and tracked individual pupils in order to improve result at the end of Key Stage 2.
85. At Key Stage 1, pupils at all levels of attainment have a good understanding of number and can manipulate numbers effectively. They have a good mental recall of number bonds and use these accurately, for example when adding five numbers in mental mathematics. They know and understand the difference between odd and even numbers and can count up to 19 in twos, or back to 1. Pupils are secure in being able to double numbers and make good progress towards knowing their multiplication tables up to ten times ten. They set challenges for each other on tables. Pupils are able to use a collection of equipment to help them multiply and divide and write appropriate number sentences. All pupils recognise and use the symbols + and – for the number operations of addition and subtraction and are able to use appropriate methods for addition and subtraction problems. Place value is understood by most pupils and higher attainers are able to add tens and units accurately.
86. When measuring objects pupils use standard units of measurements accurately and younger pupils are able to measure objects by direct comparison. Most pupils are able to use the correct vocabulary when describing 2D and 3D shapes. They can recognise right angles and distinguish between straight and turning movements. Younger pupils know what an axis is and where to position data on a bar graph, both manually and with the use of a computer.
87. By the end of Key Stage 2, pupils recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ and demonstrate good mental maths skills in finding fractions of numbers using digit cards. They can recognise equivalent fractions and have a rapid recall of multiplication and division facts of fractions. Some younger pupils use their fingers to work out the three times table but their calculation is accurate. Pupils in upper Key Stage 2 can add and subtract decimals to two places. They have a good mental recall of addition and subtraction facts and show a good understanding of number bonds

- and develop good strategies for solving problems. They have developed sound skills in working with numbers to two decimal places and high and average attaining pupils work well with these numbers. Most older pupils have a secure understanding of decimal notation for tenths and hundredths and can order sets of numbers with the same number of decimal places correctly. They are quick to recognise sequences and older pupils are secure in their understanding of mode, median and mean and are apply their skills appropriately. They are able to demonstrate a good knowledge of inverse operations when using simple formulae requiring one or two operations. They know and are able to use the formula to find the perimeter of a circle from its diameter.
88. Pupils classify shapes accurately according to, for example, the number of sides. They can draw common 2D shapes variously orientated on grids and know about and can name a good variety of solid shapes. They have a secure understanding of how to work out volume and area. Pupils have developed a sound knowledge and understanding of probability, and use the correct vocabulary.
89. Standards of numeracy across the curriculum are sound. Pupils measure accurately in technology and show good measuring skills. They use charts and tables in science and geography, although there are isolated examples of data being inappropriately represented.
90. Learning at both key stages is well supported by the attention which pupils give to their teachers and the overall good quality of teaching. Some very good teaching was observed at both key stages. Teachers' enthusiasm for the subject impacts on pupils' learning. Teachers' subject knowledge is sound and they are able to discuss and answer questions well. Planning is thorough and promotes good learning through the progressive development of skills and appropriate reference to pupils' prior attainment. The levels of mental calculations are varied so that they challenge the high attainers, whilst others are accessible to all pupils. The brisk pace and encouragement of mental agility creates an enthusiasm for learning. Where pace is slow, pupils are given time to work out answers rather than use mental recall. Teachers' effective use of questioning ensures that pupils' understanding is consolidated and concepts strengthened. Teachers build on previous learning to further extend pupils' learning. Pupils remain on task and are attentive and enthusiastic. They work well in pairs and groups, exchanging ideas and learning well through discussion. On the whole, expectations of behaviour are high, relationships are very good and pupils respond well. They show positive attitudes, and often excitement during oral sessions and are eager to participate in question and answer sessions. Teachers make good use of resources and Learning Support Assistants. Day to day assessment is good and used well, but work in portfolios is not annotated to define levels and there is no overview of what targets pupils are working towards. Marking is not consistent and is not always used to advise pupils of what they need to do next to improve their work. Classes are well managed, partly through good strategies and partly through very good relationships.
91. The school has prepared the transition of the curriculum to the national Numeracy Strategy well. Training for the staff has been good. The co-ordinator has been in post for just under a year. She provides good leadership, monitoring plans and observing lessons. She has analysed national assessment papers for any common problems. There is a policy of work in place, which has been recently reviewed by the co-ordinator and staff as part of the schools' rolling programme. Medium term planning to support on going development in mathematics is well established. Work in the subject portfolio, although levelled gives no explanation for that level. Day-to-day assessment is good but there is a general lack of an overview of what pupils are working towards and this impacts on standards. Resources to support the numeracy strategy are good overall.

SCIENCE

92. Standards of attainment are in line with those expected nationally, at both key stages, which is similar to the position at the time of previous inspection. Over the last three years, pupils at the end of Key Stage 1 have attained results in national assessments that are generally average,

whereas at the end of Key Stage 2 results have fluctuated from being very high to well below average. This is because there have been differences in the proportion of pupils with special educational needs in the different year groups. However, over the last three years pupils' attainment has been mostly above the national average at Key Stage 2.

93. Inspection evidence shows that pupils' achievement are satisfactory at Key Stage 1 and pupils make steady gains in their learning through the key stage. In Year 1 and Year 2, pupils have developed a satisfactory range of knowledge about the differences between living and non-living things. In Year 1 they know about some of the things that are required to keep us alive and in Year 2 pupils know what food we need to keep us healthy. Pupils have a satisfactory understanding that materials have a variety of properties, which make them useful in different circumstances. Pupils in Year 1 studied materials that are hard or soft, smooth or rough. This understanding of materials and their properties is effectively developed. For example, pupils in Year 2 tested a sample of different textiles to investigate their water resistance when discussing what a lighthouse keeper's coat should be made from. At the end of Key Stage 1, pupils have a satisfactory understanding that things are moved by the forces of pushing or pulling, and are developing a secure understanding of how to make a simple circuit to light a bulb. Pupils in Year 2 are developing satisfactory skills of investigation, and make simple predictions about what will happen next. For example, they made sensible suggestions based on their prior knowledge about what would happen when the different parts of a circuit were changed. They record their findings satisfactorily in the form of tables and written accounts.
94. Pupils' achievements at Key Stage 2 are satisfactory and pupils make steady gains in their learning through the key stage. Pupils in the Year 3 and 4 classes have a secure understanding of how different materials let light pass through them and some do not. They are learning the correct terminology of opaque, translucent and transparent. They understand that light is produced from different sources, and how light enters the eye so that we can see. This understanding is effectively developed in the Year 5/6 classes and pupils explain correctly how light travels in straight lines and that light beams can be bent around corners by using reflection. In the Year 3/4 classes, pupils' understanding of what plants require to thrive continues to be satisfactorily extended and, by Year 6, pupils can explain the functions of the different parts of a flowers. They are not secure however, in their understanding of the processes of photosynthesis and fertilisation.
95. Pupils in Year 5 and 6 show satisfactory awareness of how the knowledge of the properties of different materials makes them useful. For example, how materials that do, and do not conduct heat, are used in the manufacture of cooking utensils. Pupils use their knowledge of scientific processes such as evaporation, filtering and magnetism to help them successfully solve problems. Pupils in Key Stage 2 are developing satisfactory skills of investigation, so that pupils in Year 3 and 4 can use their prior knowledge to help them make sensible predictions and to consider the need to make a test fair. By Year 6, pupils confidently explain why it is necessary to make a test fair, and give examples of how this is done. However, they are not secure in their understanding of how a control is used or how to manage the variables in order to produce true results.
96. The quality of teaching is good at both key stages. Teachers have secure subject knowledge and use effective strategies for introducing pupils to new ideas and knowledge. They promote pupils' interest so they work with good levels of concentration and perseverance. Teachers provide meaningful activities, which are linked to other areas of learning so as to promote pupils' greater understanding. Pupils' literacy skills are well promoted. Teachers emphasis appropriate scientific vocabulary for pupils to learn, and promote their speaking and listening skills through good questioning that requires pupils' careful consideration. Literature is used as an effective focus of work in Key Stage 1. For example, the pupils' interest in the story of "The Lighthouse Keeper's Lunch" is successfully used in their study of materials in Year 2. At Key Stage 1, opportunities are made to further develop pupils' writing skills in recording their findings. However, there are different expectations of how pupils should record their experiments across classes, within each age range and from year to year. Pupils in Year 2 are already developing a satisfactory

understanding of the appropriate headings to use, but this is not effectively developed in some classes in Years 3 and 4. There are also differences in the expectations of pupils' quantity and quality of recording across the classes with pupils in Year 5.

97. Pupils' numeracy skills are satisfactorily used and further developed in science. Pupils measured distances and times in their experiments on forces, and used tables and a variety of line and bar graphs to record their findings. However, information technology is not used sufficiently in science to produce graphs or present text, and insufficient opportunities are provided for information technology to support pupils' research.
98. Pupils with special educational needs are well supported in lessons. The work is usually well matched to their learning needs. Strategies for recording their findings are appropriate and they are provided with effective help from learning support assistants. The higher attaining pupils, however are not sufficiently extended, and challenged to use their knowledge in problem solving situations.
99. The curriculum is broad and satisfactorily balanced. The school has identified that pupils' skills of investigation were not sufficient and has given greater focus to teaching this. This is having a positive impact on pupils' learning. However, at Key Stage 2, pupils are still not given sufficient opportunities to ask their own questions and design their own investigation so that at Year 6, pupils are not secure in the use of a control or the need to limit the variables to ensure clear unambiguous results.
100. Teachers monitor pupils' work effectively in lessons and have good knowledge of what pupils' know and understand. The recording of this assessment is satisfactory, but teachers are not secure in judging the levels of attainment that pupils are achieving. Consequently, pupils are sometimes judged as attaining a higher level than is realistic. Therefore, pupils' learning is not sufficiently extended to the standards required. This weakness was recognised by the co-ordinator when she analysed the results of the National Curriculum tests and she has organised meetings to help teachers throughout the school develop more secure judgements. She has also started to collect a portfolio of pupils' work annotated against National Curriculum levels to support staff in their assessments. The co-ordinator has provided good leadership in the subject, but she has not yet been involved in the monitoring of the quality of teaching. She has started to monitor the quality of pupils' learning and ensures the effective coverage of the National Curriculum programmes of study. However, the monitoring is not sufficiently rigorous to identify the differences in teachers' expectations across year groups, which is having a negative impact on pupils' learning.

ART

101. During the inspection no lessons were seen at Key Stage 1, but secure judgements were made from looking at pupils' work, displays in classrooms and around the school, and from teachers' plans and discussions. The standard of work achieved is similar to that expected nationally. By the end of Key Stage Two, standards of achievement continue to be sound as a result of the good focus on experimental and investigative work; pupils are developing appropriate skills, knowledge and understanding in the use of a wide variety of media. The standards achieved at the time of the last inspection have been maintained.
102. At Key Stage 1, pupils make good progress and use pencils, pastels and paint effectively to produce a range of work. They also use mouldable materials such as plasticine and clay well. They understand how to achieve a variety of shades and are beginning to mix colours confidently. Observational drawings of a vase of flowers indicates how secure pupils are in using line and tone to capture the essence of what they see. These initial sketches are further interpreted in pastel, crayon and paint and provide a colourful representation of the current season – spring. Older

pupils are aware of ways in which texture might be captured in their work through collage work and the addition of substances such as sand to paint. They are aware of the importance of pictorial representation as a feature for displaying work related to current stories.

103. Progress is maintained through Key Stage 2, so that at the end of the key stage pupils continue to produce work that is at least satisfactory, with some good features. The recent introduction of sketchbooks is already having an impact on pupils' investigative and experimental skills. After studying the works of specific artists they show progressive development of an element or technique. For example, older pupils have identified the importance of spirals and the use of gold and silver within Gustav Klimt's work and understand his use of overlapping imagery. They particularly focus on the spiral form and developed it in a variety of ways, from initial pencil drawings to relief work in card.
104. Younger pupils have studied the work of Kandinsky, Klee and Mondrian and are encouraged to relate to particular aspects of the work, which are of interest to them. For example, they tried isolating and drawing one particular feature in detail, then changing the colour and subsequently the form so that their own work incorporated personal interpretations. Where the pupils' work has been displayed as a cohesive whole it is eye-catching and emphasises how their work is valued. This contributes successfully to their self-esteem.
105. Good cross-curricular links were established as pupils used reference books to locate swirls in different natural and manmade objects, such as fossils, cogs and pine cones. Such links successfully inform and influence pupils' design work and the majority of pupils work with a certain amount of flair and imagination. Displays, for example, showing circles and squares in different whorls and helixes, are very effective. Pupils use tools in a safe and a sensible manner and have good understanding of the nature of materials such as corrugated card, which they successfully cut through to change 2D ideas into 3D mobiles. Work relating to the original theme shows that pupils apply their experience of materials and processes to develop control of specific techniques.
106. Older pupils have studied the work of Henry Moore and are just beginning to understand the depth of tone that can be achieved with various grades of pencil and charcoal. Work on line and form resulting from the study of artists such as Matisse is at an early stage of development. In their investigation pupils experiment successfully with visual and tactile elements such as string and paint, fine strokes in water-colour, and printing from potato blocks. They are beginning to experiment with colour, pattern and texture, shape and form to learn how these elements can be combined and organised for different purposes.
107. All pupils in Key Stage Two are encouraged to comment on the achievements of their peers in a positive manner, but do not evaluate their own work by identifying what they liked and ways in which they might improve. They are not involved in presentation of their work and often the circle of investigation is not completed so that outcomes do not always incorporate the elements and techniques they have learned. Displays of work to enhance work in other subjects and make the school vibrant and alive with colour are under-used.
108. Pupils make suitable progress because of their extremely positive attitudes to work. They enjoy working with a range of different media and show good investigative skills. They work hard, take pride in the tasks offered and try to improve. They are developing good independent work habits and enjoy experimenting. Behaviour is very good they show responsible attitudes to the safe use of tools. Very few expect to get their work right first time and they show good determination and perseverance. They work successfully as individuals, in pairs and small groups, co-operating and sharing tools and equipment and ideas very well.
109. Teaching is satisfactory overall and is sometimes good, and is an important contributor to pupils' knowledge and understanding of art and artists. Planning identifies clear learning objectives,

which successfully build on previous work. Teachers have high expectations for achievement and behaviour. Their skill at managing classes ensures that work generally proceeds at a good pace although initial expositions are sometimes too long. Good use is made of support assistants and other helpers; guidance includes suggestions for helping pupils and clear information about health and safety. Teachers are good at using their own skill to demonstrate the technique required. They generally maintain a good overview of the class, but where their attention remains constantly with one group, they are unable to give suitable help to other pupils, whose learning is then sometimes too slow.

DESIGN AND TECHNOLOGY

110. The provision for design and technology has been greatly improved since the previous inspection, resulting in pupils achieving satisfactory standards at both key stages. Only one lesson was observed during the inspection but the quality of pupils' work and discussions with pupils enabled secure judgements to be made.
111. Standards of attainment are now generally in line with those expected at both key stages and pupils make satisfactory gains in their learning in the skills of designing and making, through the school. Pupils' understanding of the process of design and technology is good. For example, by the time the pupils leave the school at 11, they are able to design a product to fit a certain purpose, make it to the set design, and evaluate the product and their way of working in order to improve. This clear understanding of the process is developed systematically through the school by regular opportunities to work through the different stages of the procedure. This was well illustrated in Year 2, when pupils designed a bag to hold three bath pearls. The pupils investigated how bags are made and tested a sample of different materials to explore their properties, in order to find the most suitable textile for their bag. They gave sensible reasons for the material they chose and joined it effectively by sewing. In Years 5 and 6, pupils designed and made a 'festive biscuit' which entailed analysing the properties of a range of commercially made biscuits before deciding on the recipe for their own. The pupils evaluated the final product satisfactorily and, in the best evaluations, they made suggestions for how the recipes could be improved.
112. The quality of teaching is good at both key stages. Teachers are effective in promoting pupils' interest and they stimulate pupils' good levels of motivation and involvement in the task. Pupils enjoy the process of investigating the effects of their ideas and show good levels of perseverance so they succeed in their task. They work well together sharing their ideas and they collaborate effectively in making their designs which enables them to achieve their objective satisfactorily. They work hard at gathering assessment data but the use of this data to inform future planning and teaching is unsatisfactory.
113. Before starting their design project, teachers provide effective opportunities for pupils to learn the skills they will need. For example, pupils in Year 2 learnt how to use a paper pattern and how to sew, before making their bags. Pupils in the Year 3 and 4 classes learnt how simple pneumatic systems can be used to move parts of a model, and they used this information effectively in their designs for a 'monster toy'. Teachers are effective in promoting pupils' writing skills by providing opportunities for pupils to write about what they will do and their final evaluations. Pupils' numeracy skills are often well promoted during the making process when careful measurements are required for making structures, such as model houses. They use tables and graphs to record the results in their investigations, such as the different comparative characteristics of different biscuits. Successful links are made with pupils' learning in science. For example, pupils in Year 2 investigated the property of water resistance of different materials, for their bag to hold bath pearls.
114. The curriculum for design and technology is broad and well balanced. Pupils have opportunities for learning across a broad range of activities and develop a good variety of skills satisfactorily. Pupils

are involved in the evaluation of their work, but very few records are kept of pupils' progress in learning, so that the teachers in the following classes have the information on which to plan activities that provide increasing levels of challenge. Teachers' expectations do not sufficiently build on the knowledge of pupils' past achievements so that their skills, especially in the production of clear designs and in careful making of artefacts, are improved systematically through the school.

115. The co-ordinator has provided good leadership in the subject and has worked effectively with colleagues so that the provision for pupils' learning in design and technology is now much improved, and in several aspects is now good.

GEOGRAPHY

116. Standards of attainment at Key Stage 1 and Key Stage 2 were broadly satisfactory in the last inspection. These standards have been maintained and pupils make satisfactory progress overall.
117. At Key Stage 1, pupils use geographical vocabulary well. They have a clear understanding of how a route is plotted and how different directions are represented on a plan. Older pupils show a good understanding of how to locate objects on a map, and of points of the compass. Pupils are able to transfer these skills when drawing their own plan of the school grounds. Pupils use their own symbols and compose their own key. Higher attainers are able to annotate the key whilst pupils with special educational needs are able to work at the expected level because of the encouragement and support they receive.
118. At Key Stage 2, pupils have a secure knowledge and understanding of the effect that the tilt of the earth has on temperature. They are able to draw plans of their table and their classroom. Higher attainers are able to plot the tropics accurately on a world map. When identifying the countries of Europe and their capitals, the higher attainers label the countries correctly and use a key. Pupils use correct geographical vocabulary and have a sound understanding of the importance of location and its effect on temperature. They have a clear understanding of, and can discuss, how settlements differ. Pupils know and are able to demonstrate the effect of rivers on landscape. Pupils study the local area, but opportunities for field-work are limited.
119. Teaching is good at Key Stage 1, with some very good teaching observed. Teaching at Key Stage 2 is satisfactory. In all lessons teachers demonstrate sound subject knowledge and their confident use of geographical vocabulary impacts on pupils' learning. Where the teachers' own enthusiasm for the subject is communicated clearly to the pupils there is a positive effect on pupils' learning. Where the pace of lessons is brisk and there are a variety of tasks, pupils' interest is sustained. Where the pace of the lesson is slow and the amount of time allowed for tasks too long, pupils lose interest. For example, different work is set for pupils at different abilities which allows them to progress at their own level. Good use is made of resources. The use of 'Logo', 'My World' and CD-ROM Atlases together with the Roamer ensures that ICT is integrated into the subject area.
120. The co-ordinator has been responsible for geography for one term only. Plans are monitored and the scheme of work is being annotated to link to the new National Curriculum document. A portfolio is in the process of being compiled and levelled. Resources are satisfactory. Day to day assessment is good but an overview of what pupils are working towards remains under-developed and limits progress.

HISTORY

121. No lessons in history took place during the inspection. Teachers' plans and schemes of work are of good quality and ensure that the requirements of the national curriculum are met over a three

year cycle. Discussions with pupils and teachers, and scrutiny of pupils' work in books and on display enabled a secure judgement to be made. Standards are satisfactory at Key Stage 1 and they are good in Key Stage 2.

122. In Key Stage 1, pupils show a sound development of chronological skills and are able to sequence events accurately; their understanding is well reinforced through work on timelines. There is a growing understanding of change over time; pupils compare kitchens past and present and they are secure in their identification of "oldest" and "older" objects.
123. Key Stage 2 pupils build well upon the knowledge, understanding and historical skills acquired in Key Stage 1. Written work shows sound background knowledge and pupils can recall, locate and select information accurately. By the end of Key Stage 2, many pupils, especially above average and average attaining pupils, have the confidence to develop their interpretative and investigative skills to consider the relative importance of change, cause and consequence in their study of the causes and effect of the Second World War. Pupils have good, and sometimes very good, speaking and listening skills. For example, they could hold an extremely interesting and very well informed discussion on the effect that the Treaty of Versailles had on Germany and its contribution to the rise of Hitler. They show clear awareness of bias in historical sources, and can extract accurate information from different sources of evidence. They understand that many Germans would view the period differently from the British or Americans. They have a clear consciousness of the validity of different viewpoints and their oral work shows evidence of the development of wide reading. Their background knowledge of other historical periods is also good; they can make appropriate links between the English Reformation and the spread of Protestantism in Europe in the 16th century. Written tasks include a variety of forms of presentation and standards are generally sound.
124. Pupils are interested and enthusiastic about their work in history, especially at the upper end of Key Stage 2. They are attentive, keen to ask and answer questions and to make relevant and extended contributions to discussions. However, written work does not reflect the depth of knowledge and understanding which is evident in oral work. Pupils have insufficient opportunities to develop an appropriate style through the challenge of extended writing tasks which encourage them to think like historians. Visits to local sites of historical interest and to national institutions like the Imperial War Museum help them to extend their knowledge and develop their interest in history.
125. There is a good range of resources available to deliver the history curriculum, with a variety of books, artefacts and other historical source material. Wall displays are colourful, suitably linked to the history curriculum and add a further dimension to pupils' knowledge.
126. The key elements in history are appropriately addressed and delivered through the scheme of work; this is planned to ensure progression in learning and the development of the relevant historical skills. Concepts and skills developed in Key Stage 1 are consolidated in Key Stage 2 and there is progression from the familiar and local to the more distant in time and place. The curriculum co-ordinator gives her colleagues the support and advice necessary to ensure the appropriate delivery of the history curriculum across the school. However, at present, assessment in history is not sufficiently structured to inform planning of future work by targeting areas requiring reinforcement.

INFORMATION TECHNOLOGY

127. At the time of the last inspection, standards in information technology were in line with national expectations at Key Stage 1 but below at Key Stage 2. Inspection evidence shows that the situation remaining unchanged.

128. Pupils at Key Stage 1 generally show that they attain the expected standards. Most pupils understood how to operate the mouse and understand the rudimentary operation of the keyboard, for example, the shift key. However, they often rely on adults to set up programs for them and to save and print work. Some pupils demonstrated how to use a programmable toy and after some discussion were able to set the programs for it to move sequentially in four directions. However, although they eventually succeeded they took considerable time, and several efforts, to achieve their objectives.
129. At Key Stage 2, in a lesson observed, progression of developing skills with Logo were often slow and many did not achieve their objective by the end of the lesson. However, there was evidence of these skills being developed more successfully in other classes. Further, some pupils often relied on help from the teacher or a classmate to achieve their goal. Thus overall progress was slow and pupils did not achieve suitable standards. Many pupils have insecure knowledge of the keyboard and some are clumsy when using the mouse. Some pupils in Years 5 and Year 6, from the computer club, do display confidence and reproduced, during the inspection, a "power point" presentation for parents. Pupils generally have too few opportunities to develop their computer skills, because resources are limited.
130. Pupils have limited opportunities to use technology as a communication skill to support other subjects or to acquire and develop basic skills. Programmes are often unsuitable and as a consequence progress is unsatisfactory.
131. The quality of teaching is variable, ranging from unsatisfactory to satisfactory but it is satisfactory overall. Despite the establishing of a computer suite, there is a lack of both quality and quantity of hardware and software to deliver the subject effectively. However, the school acknowledges this and arrangements are currently being considered to improve both the quality and quantity of hardware and software. There is generally a lack of effective direct teaching in the subject and this is having a detrimental effect on pupils' attainment and progress. Teachers generally have insufficient subject knowledge and computer expertise. The school recognises this and strategies are to be put into place quickly to remedy this problem. The organisation of information technology is under-developed and insufficient use is made of computer technology to support learning in other subjects.
132. Pupils behave appropriately when using equipment and generally handle computers reasonably when given the opportunity. They work well together and indicate enthusiasm for the subject but the limited range of computers and software lends to pupil under-development resulting often in frustration. Pupils with special educational needs are exactly the same and consequently attainment is below that expected and progress limited.
133. The curriculum lacks breadth and balance. All pupils have access to computers but the quality and range of computers are insufficient to raise the standards to an acceptable level. The scheme of work is appropriate but staff do not use the plans effectively to support the teaching of the subject. There is no systematic whole school procedure for ensuring continuity as pupils move from class to class and only a limited audit has been undertaken of pupils' key skills.
134. The co-ordinator's well conceived planning is frustrated by limited resources and some members of staff who lack confidence and have limited expertise. The management of the subject is unsatisfactory because of the limitations available in hardware and software. The school has recognised the limitations placed on staff and are addressing it as a matter of urgency. Arrangements for staff development are currently being considered after an audit of staff skills.

MUSIC

135. Pupils make very good progress, achievement is very good at the end of both key stages and is well above that expected of pupils of this age. At the time of the last inspection, standards were judged to be in line with the national expectations. Since that time, considerable improvements have been made and music is a significant strength of the school.
136. At Key Stage 1, pupils confidently sing a wide variety of songs with growing control over tempo and pitch. They hold the melody well and the quality of tone produced is very good. During voice warm up sessions, pupils successfully demonstrate the full range and extent of their musical competence, which is very good. They are able to experiment with sounds using different type voices to show a tremendous range of dynamics and timbre and their diction and enunciation of words is good. This is particularly evident in their echoed responses, which imitate and capture the voices from people of different ages, and include a range of emotions such as happy, sad and frightened. As pupils control sounds made by the voice, they also show how well developed their listening skills are. They can use a range of body percussion and untuned instruments with confidence to produce a variety of long and short sounds with specific dynamics.
137. At Key Stage 2, pupils continue to make good progress and, when singing, show further control of breathing, dynamics, rhythm and pitch. Whispered phrases in some pieces are most effective and successfully capture the emotions behind the words. . Older pupils can sing a descant that enriches and enhances the whole performance, for example in a hymn such as ‘The Crucifixion’. Percussionists play sensitively with good awareness of the themes within the piece being sung.
138. Whilst playing other pieces and accompaniments, pupils show good awareness of their fellow musicians, audience and occasion. In orchestral pieces they play variations on a theme with good phrasing by obeying the conductor and responding to the music. During a performance of ‘The Grand Old Duke of York’, composed by one of their teachers, pupils created lovely contrasts of dynamics and very expressive accents which were pleasing to the ear. The timbre for most parts was bright with a few mellow passages, and these good layers of sound enhanced the whole texture of the piece. Pupils have very good awareness of playing as a cohesive whole and most instrumentalists are developing good tone, deft fingering and togetherness. All pupils are confident whilst performing for peers and wider audiences.
139. In lessons, pupils show they are able to improvise rhythmic and melodic ideas by adding percussion to a song. They explore and select instruments for the quality of their sounds and combine and organise them to achieve a specific effect. Pupils are creative and use their imaginations well, so that performance after practice, for all groups, is good. The majority of pupils can produce and read graphical notation with instrumentalists reading scores. They are able to recognise the timbre of a group of different instruments and then identify the missing one. Pupils appraise a variety of music well and are beginning to record their opinions and responses, especially with regard to dynamics.
140. Pupils respond to various kinds music with pleasure and enthusiasm. They express fluency and style in their musical expression. Most pupils are able to sing two part harmony and a four part round easily. Pupils genuinely appreciate performances through spontaneous clapping.
141. Throughout the school pupils’ response to music is always very good and on occasions, excellent. When singing and using instruments they demonstrate a high level of discipline, especially in self directed tasks, and always try to do their best. Pupils’ excellent behaviour has a positive impact on their work and levels of achievement are very good. They show good commitment to practise and aim for the highest possible standards. Pupils readily give up time before and after school and also during lunchtimes to enhance their skills in both singing and playing music.
142. At Key Stage 1 pupils follow their teachers’ instructions implicitly with great pleasure and enjoyment and the quality of their learning is very good. They memorise and identify sounds previously heard, for example in Year one pupils ensure that lessons end on a joyful note by

choosing a range of happy songs to sing to the teacher's guitar accompaniment. They respond with total involvement and to the best of their ability.

143. By the end of Key Stage Two, pupils appraise music using visualisation and record their own feelings and opinions well. They recognise differences of pitch, intensity, timbre, rhythm and duration in a variety of different music. They co-operate easily in small groups and discuss the needs and requirements of the task before choosing how they will respond as part of the group.
144. The quality of teaching throughout the school is very good overall and ranges from good to excellent. Expectations for pupil's achievement are very high. All tasks require pupils to give of their best and the level of challenge is good for all abilities and they make very good progress. Pupils are given appropriate praise and encouragement which sustains their interest at a quite intense level, so that they are well motivated and remain on task. Planning is very good and teachers provide a stimulating range of activities. Assessment as pupils work is good, and effective plenary sessions provide pupils with valuable opportunities to reflect on and evaluate others' work. However, at present they do not usually indicate what they would like to do in order to improve their own performance. Teachers successfully organise the pupils to suit the activity and at different times take up advising, directing and encouraging roles. The pace of lessons is very good. The majority of teachers have very good subject knowledge and expertly identify and deal with problems encountered by pupils in lessons, such as the acoustic resonance experienced by a child with special educational needs, or how to hold a long high note expressively.
145. The curriculum is broad and balanced and is delivered effectively through class based and other musical opportunities. Acts of collective worship provide good opportunities for instrumentalists to demonstrate their skill. During whole school singing practice the headteacher developmentally explores the ideas behind the words being sung, so that pupils can interpret the emotions and reflect the moods successfully in their singing.
146. Uptake for peripatetic instrumental tuition is good and is of a very high standard for cello, violin, cornet, clarinet and flute and all pupils are making very good progress. The co-ordinator has an excellent overview of provision and the school is committed to ensuring equality of access and opportunity for all its pupils. The good published scheme is supplemented by one that enables pupils to appraise a wide range of music from other times and cultures. This is specifically supportive of non-specialist music teachers and has enhanced their confidence. Extra-curricular provision is open to all pupils and enriches the quality of all aspects of musical experiences including concerts both in school and within the community. Parents and governors are very proud of the musical achievements of the school. The music co-ordinator is ably supported by extremely talented singing and musical staff, who also provide very good support to other teachers. Resources for music are very good and are used extremely well. The dedicated art/music room provides a suitable practice area. Music is a great strength of the school and adds considerably to the quality of school life.

PHYSICAL EDUCATION

147. Pupils achieve standards which are high at both key stages. This represents an improvement since the last inspection, when standards were satisfactory at both key stages.
148. Pupils at Key Stage 1 show a good sense of space and physical co-ordination. They respond well to instructions relating to speed and varying rates of speed. They display different strategies to demonstrate expected movements and are aware of health and safety considerations. Pupils are developing good skills in setting apparatus and display extreme care. They use warm-up exercises efficiently and pupils are aware of the reasons for this. In Key Stage 2, pupils focus on improving their performance after the teacher explains her expectations and the vast majority show good timing and an understanding of moving rhythmically to music. In games, pupils develop good ball

skills and then practise them effectively in a game situation. These skills are then developed at a competitive level with local schools at both football and netball. Swimming is an important feature in the physical education programme and pupils attend the local Leisure Centre to develop confidence and stroke skills. The school has an almost 100% record in achieving the National Curriculum requirement, and some pupils progress further to achieve personal survival awards.

149. The quality of teaching is good overall. The best lessons are characterised by effective warm up activities, brisk pace, clear demonstration and appropriate challenges. Opportunities are created for pupils to set up and return apparatus and evaluate their own and other pupils' work. Pupils enjoy their physical education lessons. They behave well and even the youngest children are aware of health and safety issues. Pupils work co-operatively and are careful not to intrude upon others as they practise their skills. Pupils demonstrate fair play and respect each other's space.
150. Co-ordination of physical education is good. Resources are good and the new accommodation offers space and is well equipped. Resources are effectively managed and used well. Extra-curricular activities, including a residential experience both support school orientated activities and introduce new activities such as abseiling and canoeing.